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ABSTRACT

These classroom guides for the daily CNN (Cable News Network) Newsroom broadcasts for the month of August provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Topics covered by the guides include: (1) truce in Northern Ireland, school censorship, scientific method, burial rites, student loans, parents in jail, and natural art (September 1-2); (2) International Population Conference, Vietnamese immigration to California, consumption in developed and developing countries, South African population crisis, and the World Game (September 6-9); (3) United States/Cuban agreement on immigration, Americorps, computer automation, White House plane crash, U.S. military intervention, International Population Conference, Japanese baseball, blues music and education, Major League baseball strike, primary elections, observing animal behavior, and possible U.S. invasion of Haiti (September 12-16); (4) U.S./Haitian agreement, Jean-Bertrand Artistide, Haitian timeline, Jimmy Carter, life in Haiti, the United States and the Americas, teenage acne, "Seeds of Peace" program, and Haiti editorials (September 19-23); (5) U.S. military in Haiti, planetariums, alternative medicine, Boris Yeltsin's visit to the United States, amateur astronomers, Japan's Kamikaze pilots, stargazing, Olympic logo fight, student videos, marine therapy, violence in Haiti, opera, and media literacy (September 26-30). (JLB)

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

Thursday, September 1, 1994

ANCHOR DESK

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* This Saturday, CNN kicks off its coverage of the International *
* Conference on Population and Development in Cairo with the first *
* of a 12-part series on CNN's FUTURE WATCH at 4:30 p.m. ET. *
* Check your local listings for exact times in your area. *

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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	The IRA declares a cease-fire in war-weary Northern Ireland.	5:25
WORLD REACTIONS	3	Reactions from around the globe to the IRA's truce announcement...	1:00
HEADLINES	4	CUBANS INJURED AT GUANTANAMO...U.S. HINTS AT USE OF FORCE IN HAITI...	:45
AT ISSUE	5	Are limits on what students can say or read a form of censorship?	2:20
DID YOU KNOW?	6	The word "mummy" comes from "mumiya," an Arabic word for "embalmed body"...	:30
SCIENCE DESK	7	Researchers create a mummy in hopes of unraveling the mysteries of mummification.	2:45
NEWSFACT	8	Teacher Leonard Waldeck, who held his first bird-calling contest 31 years ago, has died.	1:00
CLOSE	9		1:00

---- EDITOR'S NOTE: TODAY'S NEWS TERMS ----

IRA Sinn Fein Gaelic "The troubles" John Major Gerry Adams "plantation" censor First Amendment liberal religious right

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Curriculum materials by Teachable Tech, Inc.

TOP STORY - TRUCE IN NORTHERN IRELAND

1. What is the source of the tensions between Catholics and Protestants in Northern Ireland? How did the native Irish experience oppression at the hands of the British? When did Ireland formally become a part of the United Kingdom?
2. Divide the class into groups. Have each group a) choose a period of time beginning with the Norman conquest of Ireland in 1169; b) research major events in the history of Ireland within that time period; and, c) present their findings to the class. Assist groups as they combine their efforts into a giant time-line of Irish history. Post the timeline around the classroom and refer to it as the class follows the developments in Northern Ireland.
3. What demands has Sinn Fein leader Gerry Adams made of British Prime Minister John Major? What assurances does the Prime Minister want before considering these demands? Have students work in groups to research both sides of this situation, then, in a class discussion, share what they have learned. Challenge groups to compare the situation in Northern Ireland with other modern national movements for freedom. Is independence from Britain the only way to guarantee a lasting peace in Northern Ireland? Discuss.

AT ISSUE: SCHOOL CENSORSHIP

4. Describe the two different viewpoints on school censorship offered by People for the American Way and Focus on the Family. According to People for the American Way, who is spearheading the charge for censorship in public schools? How does Focus on the Family respond to these charges?
5. Have students locate and read the text of the First Amendment to the U.S. Constitution. Ask: Are there any limits on the right to free speech? List students' responses on the board. Generate a class discussion about who in U.S. society sets those limits and how they have changed over the years. Do students enjoy the same right of free speech as do adults? Why or why not? Discuss.
6. Are there any books, videos or other forms of expression that are not allowed at your school? Challenge students to find examples of forms of expression that are unacceptable at their school and discuss their findings. Are there legitimate reasons why some forms of expression are not acceptable in a school atmosphere? Is this a form of censorship? Have students consult the appropriate authorities to learn why these specific materials are not permitted in school. Challenge each student to write a position paper on school censorship that states his/her opinion on the criteria used for excluding materials from educational institutions.

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***** **   **   *   September 1, 1994 (3)
*   * * * * *
*   *   * *   * * STUDENT
********   **   ** HANDOUT SCIENCE DESK: MODERN MUMMY

DIRECTIONS: Professor Brier solved his riddle about mummification by relying on a truly scientific approach. Below are the 6 basic steps scientists use in a systematic approach to solving problems called the SCIENTIFIC METHOD. Work with your group to recall and record details for each step depicted in the video showing the use of the scientific method. Indicate if a step was NOT clearly shown/stated. NOTE: You may want to review the video for details.
==========

THE PROBLEM:

GATHER INFORMATION ON THE PROBLEM:

FORM AN HYPOTHESIS:

EXPERIMENT:

RECORD/ANALYZE DATA:

CONCLUSION:

----------EDITOR'S DESK: TODAY'S NEWS TERMS----------

Egyptologist	cadaver	obsidian	natron	dehydrate
mummification	mortician	scientific method		hieroglyphs

STUDENT HANDOUT: BURIAL RITES

DIRECTIONS: The ancient Egyptians are noted for their elaborate burial practices, in addition to how they chose to preserve the body after death, known as mummification. But, they were not alone in the symbolism they placed on the burial of their dead. Ancient and modern peoples have practiced, and continue to practice, different kinds of burial rituals that are imbued with meaning. Work with your group to research such examples and describe these briefly below. The first one is done for you.

CULTURE	PRACTICE	BELIEF
NEANDERTHAL	Bodies faced eastward, bent in the middle as if asleep; hunting equip., food, sacrificed animals buried with the body.	Theory: Supplies show they believed dead went on to another life.
EGYPT		
INDIA		
AINU (JAPAN)		
NATIVE AMERICAN (one culture)		

Choose one of the cultures and write an obituary for the "deceased," describing his/her life, demise, funeral and burial. Conclude with expressions regarding what that culture believes occurs after death. Create a marker for him/her and attach your obit.

Friday, September 2, 1994

ANCHOR DESK

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* This Saturday, CNN kicks off its coverage of the International *
* Conference on Population and Development in Cairo with the first *
* of a 12-part series on CNN's FUTURE WATCH at 4:30 p.m. ET. *
* Check your local listings for exact times in your area. *

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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	A new loan program allows students to borrow directly from the government.	2:20
HEADLINES	3	U.S. AND CUBA OPEN TALKS ON REFUGEES...	:30
NEWSFACT	4	There are 803,334 inmates in U.S. prisons.	:30
OUR WORLD	5	Marilyn Gambrell writes of the pain children feel when their parents are in prison.	2:35
FYI	6	California law may soon restrict the ability of an employer to require women to wear skirts.	:30
EDITOR'S DESK	7	Stan Herd has a "growing interest" in art.	2:50
AROUND THE WORLD	8	Austin, Texas, was the site of the Third Annual Big Hair Extravaganza...	:30
THIS WEEK	9	School uniforms, improved lunches and censorship issues greet returning students.	2:15
CLOSE	10		2:00

EDITOR'S NOTE: TODAY'S NEWS TERMS

student loans — default rate — Marilyn Gambrell — imprisonment

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TOP STORY - STUDENT LOANS

1. How is the U.S. government making it easier for college students to borrow money for their education? According to the video, how does the process help to cut red tape? Why do critics charge that the government loan program is "misleading" students? Do you agree/disagree with this charge? Explain.
2. What is an installment? A co-borrower? Debt? Have students work in groups to locate and list terms associated with consumer loans. Have each group share its list. Combine the lists and divide the number of terms equally among all groups. Then have each group conduct research to come up with a clear, concise explanation for each term on its new list. Have groups edit and alphabetize all entries and create a Consumer Loan Dictionary as a classroom reference.
3. Invite a local college financial aid counselor to visit the class and talk about the different kinds of assistance available to students. Obtain his/her permission to videotape the discussion. What are some of the sources of college loans and grants? What are the criteria for receiving different kinds of financial aid?
   a. After the discussion, have groups of students research to learn more about the basic forms, requirements and other concerns regarding tuition assistance.
   b. At the next parent-teacher organization meeting, have the class present the videotape and set up a table with printed materials for interested parents.

OUR WORLD: WHEN PARENTS GO TO PRISON

4. Why did Marilyn Gambrell decide to write "From A Child's Perception"? Describe some of the emotions that children of imprisoned parents have. What is Ms. Gambrell's message to the children of these parents?
5. Ask students to think about their responses to these questions: Has a loved one ever let you down, disappointed you in some way? How did it make you feel? How did you react? Have each student make a list of words that describes those feelings and reactions. Challenge students to write poems focusing on those emotions and actions.

NEWSQUIZ (pg 4) THIS WEEK: EDUCATION IN THE U.S.

6. Distribute the NEWSQUIZ (pg 4). Have each student select two of the four education issues covered this week on CNN NEWSROOM and listed on the NEWSQUIZ. Then have them follow the directions on the NEWSQUIZ as they provide answers to the 5 W's of Journalism---Who, What, Where, When and Why---for each of their chosen issues. Students should each choose one issue and use their 5 W's and other resources to help them write newspaper articles covering that story.

DESK: NATURAL ART

1. BEFORE VIEWING: Ask students to jot down quickly on paper what comes to mind when they hear the word "art." Write these "first impressions" on the board and use them to formulate a tentative definition of art.

2. AFTER VIEWING: Compare and contrast Stan Herd's work with the examples students gave. In what ways is it similar? How is it unique? Consider size, content, medium, technique, etc.

3. Present students with Aristotle's definition of art: "The processes of nature and of art are the same...Art imitates nature and completes nature." Relate this definition to Stan Herd's crop art. Does Herd's art meet Aristotle's criteria or should the definition be expanded in some way to include it?

4. Post examples of 20th century art in the classroom, e.g., works by Louise Nevelson, Marcel Duchamp, Christo, Jackson Pollock, Claes Oldenburg, Georgia O'Keeffe and Helen Frankenthaler.
   a. Allow students time to examine the art.
   b. Challenge small groups to use these examples to develop an updated definition of art. Remind students of the difference between personal taste and aesthetic judgment and assist them in developing objective criteria. Allow groups the freedom to classify some of the works as "not art," but challenge them to create criteria which will exclude those works but include all the others.
   c. Have each group share its definition with the class and apply it to the posted works. Discuss differences among the definitions. Is there a right or wrong answer? Were all of the groups' definitions applied with equal consistency?

5. Show and discuss ways nature has been used artistically in the past: gardens at Versailles and Kyoto, hedge mazes in colonial Williamsburg, city parks. Challenge small groups to each present a design for a "nature space" to beautify their community, including a "bird's eye view" drawing of the site.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

aesthetic crop art Stan Herd criteria

----------CNN NEWSROOM: RELIABLE RESOURCES----------

Richard McKeon, ed. INTRODUCTION TO ARISTOTLE. Chicago: Univ. of Chicago Press. 1973.

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09/02/94 (4)

EDUCATION ISSUES

DIRECTIONS: Each of the 4 "Education Issues" listed below was a feature story this week on CNN NEWSROOM. Choose any 2 issues and write brief answers to the Journalism 5 W's (Who, What, Where, When, and Why) for each. Then use your knowledge of the story and other available resources to help you write a newspaper article about one of those issues.

ISSUES: SCHOOL DRESS CODES, CAFETERIA NUTRITION, SCHOOL CENSORSHIP, COLLEGE FINANCING

ISSUE #1:_____

WHO?

WHAT?

WHERE?

WHEN?

WHY?

ISSUE #2:_____

WHO?

WHAT?

WHERE?

WHEN?

WHY?

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******   ***     ***     *                Tuesday, September 6, 1994
*       *  *    *  *    *
*       *   *   *   *   *
*       *    *  *    *  *
**********     ***     *** ANCHOR DESK _____________________________
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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	The International Population Conference begins with a spirited debate over abortion.	3:00
DID YOU KNOW?	3	More than 125 million people live in a country other than their own.	:20
INTERNAT'L DESK	4	(Part I in our DIVERSITY series) Orange County, California, grapples with Vietnamese immigration and its impact on local culture.	6:00
AROUND THE WORLD	5	Monday, at sunset, marked the beginning of Rosh Hashanah, the celebration of the Jewish New Year.	:20
SUMMER OF '94	6	Events: Arrest of O.J. Simpson; death of North Korea's president; flight of refugees from Rwanda, Cuba and Haiti; and, the impact of a spectacular comet...	4:20
CLOSE	7		:15

EDITOR'S NOTE: TODAY'S NEWS TERMS

Rwanda	"Boat People"	World Cup	boycott	Viet Cong
abortion	"Little Saigon"	Kim Il Sung		O.J. Simpson
International Population Conference				Shoemaker-Levy 9

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TOP STORY - POPULATION CONFERENCE

1. What issue is threatening to polarize the International Population Conference in Cairo? Why are critics accusing the U.S. of using the conference to "establish a wider mandate"? How have U.S. representatives responded to this charge?
2. Why are several nations boycotting this conference? Why do they feel that the words in the draft Population Document will establish Western Control over developing nations?
   a. In groups have students determine the concerns of these developing nations. Ask: What religious/cultural beliefs put them at odds with Western nations on the subject of population control?
   b. Have groups share their findings.
   c. Challenge each group to draft a compromise population document that would be agreeable to all sides while promoting effective population control.

   Have groups present their documents and discuss the rationale for their choice of words.
3. Distribute copies of the STUDENT RESOURCE (pg 3) and review the population statistics of the world's most populated nations. Discuss the implications of uncontrolled population growth for these nations, as well as for the planet. Instruct students to continue to use this RESOURCE as a reference throughout the conference.

INTERNATIONAL DESK: DEALING WITH DIVERSITY (PART I)

4. How has the population of Orange County, California, changed since the end of the Vietnam War? What assets of this region attracted many Vietnamese immigrants? How did the residents of Westminster react to the Vietnamese immigration? How do you think you would have reacted? Explain.
5. What misconceptions about the Vietnamese created resentment among residents of Orange County? Are there similar feelings toward different ethnic groups in your community? Discuss how misinformation often leads to animosity and jealousy among ethnic groups. How can this situation be resolved? Discuss.

SUMMER OF '94

6. Challenge groups to rank the stories by significance, that is, which events will have the greatest effect on the coming year? Have each group present its list and explain the rationale for each ranking.
7. Provide each student with a copy of the HANDOUT (pg 4). Working individually, students should try to fill in the missing pieces of the headlines and leads for this summer's TOP STORIES. Next, have students work in small groups to check their leads for accuracy and thoroughness. Finally, assign each group one of the summer events to research in order to write a "follow-up" story to share with the rest of the class.

STUDENT RESOURCE: POPULATION STATISTICS

The world's largest countries play a role in determining future population growth and these are a diverse group. Below are the top 15 nations in population, with statistics on their projected growth.

COUNTRY	POPULATION (in millions) 1994	2025	YEARS FOR POPULATION TO DOUBLE	AVG. # OF CHILDREN/ WOMAN
1. China	1,192.0	1,504.3	61	2.0
2. India	911.6	1,376.1	36	3.6
3. USA	260.8	338.3	98	2.1
4. Indonesia	199.7	288.5	43	3.0
5. Brazil	155.3	199.9	40	3.0
6. Russia	147.8	142.1	*	1.6
7. Pakistan	126.4	275.6	25	6.1
8. Japan	125.0	125.8	267	1.5
9. Bangladesh	116.6	211.3	29	4.9
10. Nigeria	98.1	246.0	23	6.5
11. Mexico	91.8	137.5	31	3.2
12. Germany	81.2	73.2	*	1.3
13. Vietnam	73.1	107.2	30	3.7
14. Philippines	68.7	105.1	29	4.1
15. Turkey	61.8	98.2	32	3.5
WORLD	5,607.0	8,504.0	43	3.2

Sources: United Nations; Population Reference Bureau
* population is expected to decline

CNN NEWSROOM: RELIABLE RESOURCES

"Population: Frightening forecast." USA TODAY, 7/18/94, p. 7A.

STUDENT HANDOUT: THE VIRUS THAT ATE THE NEWS

DIRECTIONS: Imagine that you are a newspaper reporter. A computer virus has mysteriously invaded your files and erased pieces of your summer stories. You have eliminated the virus but still need to replace missing text. Use your knowledge of the news, and other resources, to fill in the gaps in the following headlines and leads.

_____ VISITS KOREA

NORTH KOREA-Former U.S. President _____

is here in North Korea in an effort to ease_____

_____

_____ ARRESTED IN EX-WIFE'S MURDER

LOS ANGELES-Los Angeles police have arrested _____

_____for the murder of _____

_____ after pursuing the suspect,

who was riding in _____

_____ REFUGEES POUR INTO ZAIRE

ZAIRE-Thousands of refugees continue to flee their country for fear

of _____,

but relief workers are concerned that_____

_____

GUANTANAMO BAY: NEW DESTINATION FOR_____

WASHINGTON-_____ intercepted at sea will now join

Haitian refugees at a camp at the U.S. Naval base located _____

_____. This new policy was

initiated_____

_____ BEATS _____ WITH PENALTY SHOT!

Wednesday, September 7, 1994

ANCHOR DESK

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
** TEACHERS: THE ISSUES COVERED IN TODAY'S TOP STORY MAY NOT BE APPROPRIATE MATERIAL FOR ALL STUDENTS. PLEASE PREVIEW. **			
TOP STORY	2	Issues of religion and politics dominate the International Conference on Population.	3:25
DID YOU KNOW?	3	Some 1.1 billion people, about 30% of the population in the developing world, are living on approximately $1 a day.	:20
BUSINESS DESK	4	In a world of limited resources, who decides how much is enough and how much is too much?	3:20
OUR TURN	5	Students from around the world state their views on the population crisis.	:30
BEYOND THE NUMBERS	6	(PART II of our DIVERSITY series) The "melting pot" presents new challenges to keeping the peace.	6:20
CLOSE	7		:20

EDITOR'S NOTE: TODAY'S NEWS TERMS

moderate	Al-Azhar	Pope John Paul II	political objectives	
Mohammed	Koran	family planning	flare pattern	
cultural	complications	prejudices	gangs	dislocation

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TOP STORY - POPULATION CONFERENCE

1. Summarize the compromise language on abortion currently in the works at the International Population Conference in Cairo. What two religions have expressed their opposition to any document that contains promotion of abortion? Is it likely that this compromise will appease either or both religions? Explain.
2. What evidence is given in the video to support the diversity of opinion among Muslim nations on the issues of birth control and abortion? How do Iran and Iraq, for example, differ on these two issues? What cultural and political factors do you think contribute to these differences?
3. Divide the class into small groups. Have each choose a culture represented at the Population Conference. That culture may be secular, as in the western culture of many industrialized nations; or, it may be a religious one, meaning a culture that is dominated by a particular religion.
   a. Have each group research its culture's position on birth control and abortion. Does the culture endorse the practices of birth control, and of abortion as a method of birth control? What is its rationale for doing so? Does the culture oppose either of these practices? If so, on what grounds?
   b. Acting as its chosen culture, have each group write a brief position paper on population control and deliver it to the other "delegates" (students).

   Generate a class discussion comparing the different perspectives offered by these cultures. In which cultures is gender equality a major consideration in population policy? In which cultures is morality the issue? Which cultures see high birth rates as the means to their survival? Discuss.

BEYOND THE NUMBERS: DEALING WITH DIVERSITY (PART II)

4. What factors make officer Dan Hurtado's job a difficult one? How has his department attempted to remedy this situation? Why has it been difficult to recruit Vietnamese officers?
5. Divide the class into groups of three. One person in each group will have to convey, by any means other than language, something that happened to him/her recently. The second person will try to interpret what the first is trying to "say." The third will keep track of how much time elapses.
   a. After groups have completed their demonstrations, have members switch tasks.
   b. Reconvene the class and discuss how long it took and how accurately each person got his/her message across.

   How does the inability to communicate due to language/cultural barriers complicate a situation in an emergency? Have students suggest possible strategies for dealing with this problem.

1. BEFORE VIEWING: Ask students to name items in their homes that might be considered luxuries in developing countries, such as cars, TVs, microwaves, and write these on the board, along with total numbers of these owned by students' families. Discuss the resources (energy, raw materials, etc.) consumed in making these products. Which products do students consider to be necessities? Why?

2. AFTER VIEWING: Discuss trends in U.S. consumption and compare them with trends in other countries. Challenge students to use statistics from the story to support their assertions. Discuss the impact of consumption on the environment. List ways of minimizing these effects. Ask small groups of students each to explore one method of decreasing consumption or of mitigating its effects. Have each group prepare a presentation on the pros and cons of the method, suggestions for its implementation and ideas on how to market it to the public.

3. Provide each student with a copy of the HANDOUT (pg 4). Have students check with a partner for accuracy as they complete the charts. Ask each pair of students to draw conclusions or make predictions based on the data in the charts and to prepare to explain and defend their statements to the class.

ANSWERS: Part I. Births/month = 11,731,080; Deaths/week = 986,827; Deaths/hour = 5,858; Births/minute = 268; Growth/minute = 170; Births/second = 4.5; Growth/second = 2.8. Slight variation may occur due to rounding of figures. Part II. Haiti: -223; China: 292; U.S. +537; France: 465

4. Divide the class into 3 groups and assign each one a consumable resource. Provide each group with the appropriate statistics on yearly consumption per person: a) Red meat (kg): U.S. 76; Japan 27; Brazil 22; China 21; India: 1; b) Steel (kg): U.S. 417; Japan 582; Brazil 99; China 64; India 20; c) Energy (gigajoules): U.S. 280; Japan 110; Brazil 22; China 22; India 8. Challenge each group to create a graph that depicts the data meaningfully. Have groups explain their graphs and the significance of the data to the class.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

consumption greenhouse gases developing nations mass transit

----------CNN NEWSROOM RELIABLE RESOURCE----------

Brown, Lester R., et al., STATE OF THE WORLD. NY: W.W. Norton, 1991.

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STUDENT HANDOUT: NUMBERS AND NEEDS

DIRECTIONS: Make the necessary calculations to complete the following charts on population and consumption.

PART I. Each year the world population grows by almost 90 million. Add, subtract or divide to fill in the missing figures.

	BIRTHS -	DEATHS =	GROWTH
YEAR	140,773,000	51,315,000	89,458,000
MONTH		4,276,250	7,454,830
WEEK	2,707,173		1,720,346
DAY	385,679	140,589	245,090
HOUR	16,070		10,212
MINUTE		96	
SECOND		1.6	

PART II. Add/subtract to determine per capita grain consumption or number of kilograms above (+) or below (-) world average. Then rank the countries from highest to lowest in per capita use of grain.

RANK	COUNTRY	GRAIN CONSUMPTION PER PERSON (KILOGRAMS)	AMOUNT ABOVE/BELOW WORLD AVERAGE (323)
	AUSTRALIA	503	+ 180
	HAITI	100	
	CHINA		- 31
	UNITED STATES	860	
	FRANCE		+ 142

CNN NEWSROOM RELIABLE RESOURCES

USA TODAY, July 18, 1994, p. 7A.
Brown, Lester R., et al., STATE OF THE WORLD. NY: W.W. Norton, 1994.

Thursday, September 8, 1994

ANCHOR DESK

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	A new South Africa faces the challenge of controlling population growth while preserving hard-won freedoms.	4:40
DID YOU KNOW?	3	In the last 10 years, Africa's population has grown by 34% but its food production has decreased by 5%.	:30
SCIENCE DESK	4	"The World Game" teaches participants to cooperate to survive on a finite planet.	2:30
QUIZ	5	Where is the largest concentration of Vietnamese outside of southeast Asia? Orange County, California, with 150,000.	:30
BEYOND THE NUMBERS	6	(PART III of our DIVERSITY series) Ethnic groups share a church building but maintain their diverse cultural identities.	5:15
LOOK AHEAD	7	Watch the Discovery Launch live on CNN, Friday at 4:30 p.m. ET, 2030 GMT.	:20
CLOSE	8		:30

EDITOR'S NOTE: TODAY'S NEWS TERMS

internal migration
cost of living
"white flight"
patriarchal order
The World Game
pluralism
reproductive decisions
R. Buckminster Fuller
congregation

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TOP STORY - SOUTH AFRICA'S POPULATION CRISIS

1. How did population management under white South African rule shape black South Africa's attitudes about contraception? According to the Minister of Health, what will it take for many black South Africans to realize the importance of family planning?
2. According to the video, members of the new South African government believe that the answer to their population crisis lies in "creating a sense of involvement in a previously powerless people." What would you include in a 10-year economic plan for the new South Africa that would maximize the country's resources and potential and promote equality of economic opportunity for all its citizens?
   a. Distribute the HANDOUT (pg 3) to groups of students.
   b. Have each group combine the information given with other research data to create a 10-year economic plan for South Africa.
   c. Have groups present their plans and, using the questions on the HANDOUT as a guide, discuss the effects of economic empowerment on South Africa's population crisis.
3. Distribute the HANDOUT (pg 4) and have each student complete Part I. In small groups, have them compare their graphs, then research to complete Part II. Reconvene the class and share groups' findings. Is there a correlation between the literacy rate for females in a region and the fertility rate? Discuss what, if anything, these statistics reveal about women's roles in a given society. Resume groups, each repre-senting a country concerned about population growth. Challenge groups to develop, then present, a program outline that addresses the status of women as a factor in stabilizing population.

SCIENCE DESK: WORLD GAME

4. Explain the objective of the World Game. How do students representing the different countries get what they need to sustain their populations? Do you think this is a realistic simulation of the global situation? Explain.
5. Divide the class into groups. Have each group research an aspect of new technology that holds promise for sustaining the increasing world population and report their findings to the class. For example, groups may want to research advances in "precision farming," ocean farming or genetic engineering of crops. After each presentation, discuss the possible downside to each method and ways that these negatives might be eliminated.

BEYOND THE NUMBERS - DEALING WITH DIVERSITY (PART III)

6. What is "pluralism"? How do metaphors like "melting pot" and "salad bowl" illustrate this concept? In groups, have students create a metaphor that explains how diverse cultural groups co-exist in the same society. Challenge groups to create and present graphic representations of their metaphors.

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STUDENT HANDOUT:

SOUTH AFRICA: ECONOMIC EMPOWERMENT

DIRECTIONS: Use the information given below, combined with data obtained from your research, to compile an outline for a 10-year economic plan for the new South Africa. Your plan should aim to maximize the economic potential of the nation and its resources and to promote equality of opportunity for all South Africans.

SOUTH AFRICA - INFORMATION:

POPULATION: 41.6 million

ETHNIC MIX:

Black	75.2%
White	13.6%
Mixed	8.6%
Asian	2.6%

LITERACY RATE:

Whites	99%
Asians	69%
Mixed	62%
Blacks	50%

ANNUAL INCOME:

Whites	$36,000
Blacks	$ 3,240

EXPORTS: $23.8 billion, chiefly gold, metals, minerals, food, chemicals. Major export partners are the USA and Japan.

IMPORTS: $21.2 billion, machinery, vehicles, chemicals, oil, textiles, instruments. Major import partners are the USA and Germany.

WEALTH OF NATURAL RESOURCES: South Africa is among the world's leaders in mineral production and its reserves rank among the world's highest. Some of the minerals found there are: Aluminum, Chromium, coal, diamonds, gold, Manganese, Platinum metals, Uranium and Vermiculite.

PRESENT your plan to the class. Discuss your responses to the following questions:

1. How does your plan "create a new sense of involvement in a previously powerless people"?
2. What cultural, social and political obstacles would have to be confronted in order for your plan to be a success? In your view, how could these obstacles be overcome?
3. Why do many black South Africans perceive contraception as a means of political control? How might economic empowerment affect black South Africans' attitudes towards contraception?

----------CNN NEWSROOM: RELIABLE RESOURCES----------

Adapted from "South Africa: Land of Wealth and Poverty," by Julie Stacey and Stephen Conley, USA TODAY, April 6, 1994, p. 2A.

STUDENT HANDOUT: EDUCATION AND FERTILITY

DIRECTIONS: Part I. For each region, create a 2-color bar graph. One color represents births per woman--FERTILITY--and the other, female LITERACY. Let 1/4 inch equal 1 in your FERTILITY bar, and let 1/4 inch equal 10% in your LITERACY bar. Use the data given.

SUB-SAHARAN AFRICA	
FERTILITY: 6.43	LITERACY: 50%

NORTH AFRICA	
FERTILITY: 4.75	LITERACY: 57%

EUROPE	
FERTILITY: 1.9	LITERACY: 95%

LATIN AMERICA	
FERTILITY: 3.24	LITERACY: 91%

Part II. Research fertility and literacy statistics for two other regions or countries. Complete graphs as you did above.

COUNTRY/REGION:	
FERTILITY:	LITERACY:

COUNTRY/REGION:	
FERTILITY:	LITERACY:

CNN NEWSROOM: RELIABLE RESOURCES

"Population crisis: By the numbers," THE ATLANTA JOURNAL/THE ATLANTA CONSTITUTION. 08/28/94, p. D4.; Lean, Geoffrey, et al., ATLAS OF THE ENVIRONMENT. NY: Prentice- Hall, 1990, pp. 38-39.

Friday, September 9, 1994

ANCHOR DESK

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
**		TEACHERS: THE SUBJECT MATTER IN TODAY'S TOP STORY AND EDITOR'S DESK MAY NOT BE APPROPRIATE FOR ALL STUDENTS. PLEASE PREVIEW.	**
TOP STORY	2	The Conference on World Population gears up for a showdown on the issue of abortion.	:45
EDITOR'S DESK	3	CNN NEWSROOM presents a wrap-up of the week's events at the Population Conference.	2:00
AROUND THE WORLD	4	By the turn of the century, 300 cities in developing countries will have populations over 1 million...	:20
BEYOND THE NUMBERS	5	(Part IV of our DIVERSITY series) An influx of immigrants presents new challenges to teachers in Westminster, California.	4:35
BEYOND THE NUMBERS	6	(Part V of our DIVERSITY series) Immigrant students confront their own set of challenges and expectations about the U.S.	5:40
LOOK AHEAD	7	Next week: AMERICORPS	:25
CLOSE	8		:30

EDITOR'S NOTE: TODAY'S NEWS TERMS

"Last Chance"	Compromise	binding	Holy See	quandary	
comprehension	fluent	destiny	intolerable	South China Sea	

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* TEACHERS: BEGINNING TODAY, the EDITOR'S DESK will present a *
* "wrap-up" of the week's news events covered on CNN NEWSROOM. *
* The accompanying GUIDE activities for that segment will focus *
* on journalism and media literacy. *
****

TOP STORY - POPULATION CONFERENCE

1. What portions of the proposed 113-page Population Plan have already been adopted by conference delegates? Why has the abortion issue been the most disruptive of the conference?

EDITOR'S DESK: NEWS-WRAP UP

2. Challenge each student to take a position on one of this week's issues and write an editorial supporting that position. Provide each student with a copy of the HANDOUT (pg 3) and review the purpose and format of this kind of essay. Have students use the arguments and evidence they record on the HANDOUT to prepare a draft of their editorials. After a peer-critique and revision, invite students to share their work orally with the class and in writing with school or local publications.

BEYOND THE NUMBERS: DEALING WITH DIVERSITY (PART IV)

3. What challenges face educators in Westminster as a result of the influx of Vietnamese immigrants? How is Gwen Steele trying both to convey a culture and demonstrate respect for another culture to her students?
4. Have each student write an essay reacting to this quote by Ms. Steele: "This is not a negative when we have countries coming in...it is a positive. We are adding to our culture, not subtracting." Have students share their essays and select the best one for publication in the school newspaper.

BEYOND THE NUMBERS: DEALING WITH DIVERSITY (PART V)

5. Why did Hiep's family leave Vietnam? What do they appreciate most about life in the U.S.? What are some of the unpleasant experiences Hiep has had since his arrival? If Hiep were new to your class, how would you receive him? What can students do to help newcomers to the U.S. adjust to their new lives?

NEWSQUIZ

6. Check students' knowledge of this week's events and terms by administering the NEWSQUIZ to small groups. ANSWERS: LETTER A: abortion, Africa, Asia; LETTER B: bilingual, Benazir Bhutto, Boat People, bank; LETTER C: Cairo, contraception, comet, consumption; LETTER D: democracy (SUBSEQUENT ANSWERS WILL VARY.) Have groups quiz each other using their own clues for LETTER D and other letters, if time permits.

STUDENT HANDOUT: A PARADIGM FOR PERSUASION

DIRECTIONS: Select one of this week's issues, e.g., population, consumption, waste or immigration and write an editorial calling for some action or change of policy, law or attitude. Use the following paradigm to record and organize your ideas before writing a draft.

THE OPENING PARAGRAPH identifies a problem, provides evidence that the problem exists, then offers a solution.

The problem:_____

Evidence:_____

Your proposed solution:_____

THE FIRST BODY PARAGRAPH concedes that there may be perceived drawbacks to your solution (CONS), then tries to minimize/downplay them.

CON(s):_____

Reasons CONs are not significant:_____

_____

SUBSEQUENT BODY PARAGRAPHS each offer an argument and evidence in favor of your solution (PRO), with the strongest PRO saved for last.

PRO:_____

Reason/Evidence:_____

PRO:_____

Reason/Evidence:_____

THE CONCLUSION summarizes your PROs and calls for immediate and specific enactment of your solution.

Summary:_____

What you want your reader to do:_____

TIPS:
* Use reliable evidence, statistics and expert testimony.
* Avoid faulty logic, name-calling, over-emotionalism.
* Strive for a logical and reasonable tone.

09/09/94 (4)

ABC's OF NEWS

DIRECTIONS: For each clue given below, provide a term from this week's news that begins with the designated letter of the alphabet. Then try your hand at developing clues for terms beginning with the letter D. One has been done for you.

LETTER A

oldest Islamic university: AL-AZHAR

controversial issue at the population conference:

continent with the fastest growing population:

continent where Vietnam is located:

LETTER B

speaking two languages:

Pakistani Prime Minister:

refugees who travel by sea:

institution often mistrusted by immigrants:

LETTER C

site of the population conference:

another term for birth control:

Shoemaker-Levy 9:

use, as of resources or energy:

LETTER D

South Africa's new system of government:

Monday, September 12, 1994

ANCHOR DESK

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	An agreement between the U.S. and Cuba may signal the end to the refugee crisis.	4:15
HEADLINES	3	SPACE SHUTTLE CONDUCTS JET EXPERIMENTS...	:45
OUR WORLD	4	A new program in the U.S. offers students a chance to use their muscles to pay the bill for educating their minds.	4:20
OUR TURN	5	What does the "person on the street" think of the Americorps plan?	1:00
FUTURE DESK	6	There's a computer revolution underway at the check-out counter.	2:40
CLOSE	7		1:15

EDITOR'S NOTE: TODAY'S NEWS TERMS

flotilla border patrol intercept confiscate protest marches

Americorps community service stipend corporation grass-roots

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TOP STORY - U.S./CUBA AGREEMENT

1. Summarize the major points of the deal struck between the U.S. and Cuba regarding the mass exodus of refugees bound for the U.S. Does the Cuban government seem intent on preventing the exodus? Explain. What evidence is there to support the claim that its efforts are working?
2. What "specific, non-violent steps" are Cuban authorities taking to prevent their citizens from boarding rafts for the U.S.?
3. Under the agreement between Cuba and the U.S., the latter has agreed to accept 20,000 Cuban immigrants per year. When the immigrants enter the U.S., how will they be processed? What will their status be? What will they be required to do?
   a. Have students work in groups to research the process by which persons enter the U.S. legally and what they must do to either maintain their status as legal aliens or become citizens of the U.S.
   b. Have each group use the information gathered to create a poster depicting the options available to legal immigrants and the responsibilities/requirements of each.
   c. Have each group present its poster. Display the works in the classroom.
4. In your opinion, what should be done with those Cuban refugees now detained on U.S. bases in Guantanamo Bay and Panama? Have students break off into discussion groups to brainstorm lists of options for the U.S. government in this case. Reconvene the class and have each group present its lists. Write group lists on the board. Lead a class evaluation of each option. What humanitarian, political and economic considerations are likely to affect the U.S. government's final decision?

EXTENSION: Have each group predict the ultimate outcome of the refugee dilemma and monitor the news to determine the accuracy of its prediction.

OUR WORLD: AMERICORPS KICK-OFF

5. What is Americorps? How are students chosen for the program? How are participants compensated for their services? What kinds of work do they do?
6. How is Americorps currently financed? When those funds run out, from what sources will it receive financing? What kinds of information will local and federal authorities want before they commit to future funding? Does this information provide a fair way of assessing the program's success? Explain.
7. Divide the class into groups. Have each group conduct research or interview local authorities to determine a community need for your area. Challenge groups to formulate detailed written proposals for each possible project. Have group members edit their own proposal and submit a final copy to the class. In a class discussion have students critique each proposal and select the best one to submit to Americorps for consideration.

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***   *   *   *   *   * ****   ***
*     *   *   *   *   * *   *  *
*     *****   *   ***** *    * ***** DESK:  COMPUTER CHECKOUT
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1. BEFORE VIEWING: Ask students to describe several functions that have changed or been made easier/simpler by the introduction of automation. Ask: In your opinion, have these changes improved the quality of life? If so, in what way?

2. AFTER VIEWING: What tasks does the Point of Sale Terminal perform in the Pep Boys store? What tasks do the humans perform? Of the two entities, whose work seems to be the most complicated?

3. Review the video segment and ask students to note each function as it is mentioned. Then lead the class in a discussion of the presence and role of computers in daily life. Distribute the HANDOUT (pg 4) to groups of students. Using any resources at their disposal, have them identify the presence of automation in daily life. Encourage them to try for variety. On completion discuss the kinds of jobs that have already been automated out of existence. Have students identify some advantages and disadvantages associated with automation and ask: Are there any jobs now that could easily be replaced by computerization? If so, what are they?

4. New fields create new occupations. Have students brainstorm a list of jobs spawned by the growth of the computer industry, for example, systems analyst, computer repairer, software designer, etc. In groups, have students search the classified section of their local newspapers for HELP WANTED ads in the computer field to add to their list. Then have them write a job description for each occupation, including education and experience needed. What businesses/institutions typically hire people in these fields?

5. The year is 2094 and buying ANYTHING is just not the same. Divide the class into small groups and ask them to consider the following questions: How do you imagine purchasing is made easier in 2094? How will automation affect the prices of things? In what ways does it affect the operation of a business? Challenge each group to write a retrospective, extolling the virtues of the current lifestyle and comparing it to "the way things used to be." Have groups share their writing aloud.

---------- EDITOR'S NOTE: TODAY'S NEWS TERMS ----------

computer technology software Point of Sale (POS) Terminal

STUDENT HANDOUT: TECHNO TREASURE HUNT

DIRECTIONS: Search out obvious, and not-so-obvious, computer use in your community. For each category listed below, find 5 examples of automation AND, for at least 2 these, find/draw a picture depicting that item or the place where it can be located.

CATEGORY	EXAMPLES OF AUTOMATION/COMPUTER USE
SECURITY/ LAW ENFORCEMENT	
TRANSPORTATION	
ARTS/ENTERTAINMENT	
BUSINESS/ EDUCATION	
MEDICAL/ SCIENTIFIC	

Use your pictures, plus words cut from magazines and newspapers, to create a montage depicting the impact computers and automation have on our lives.

Tuesday, September 13, 1994

ANCHOR DESK

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	Officials in Washington question how a plane could evade security and crash land on the White House lawn.	3:10
HEADLINES	3	A STEP TOWARDS INDEPENDENCE FOR QUEBEC... POPULATION CONFERENCE EXPECTED TO APPROVE DRAFT OF PLAN...	:50
INTERNAT'L DESK	4	As the U.S. inches closer to a possible invasion of Haiti, one journalist asks: What are the pitfalls of wielding power in today's world?	3:55
QUIZ	5	Has the U.S. ever invaded Haiti before? Yes, in 1915, and remained for 19 years.	:30
OUR WORLD	6	Participants in the Americorps program tell us about themselves and their work.	4:30
CLOSE	7		1:20

EDITOR'S NOTE: TODAY'S NEWS TERMS

breach of security Blair House Secret Service motivation
Mathius Rust political grudge detoxification superpower
airdrop quagmire thugs "Getting Things Done" technology

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TOP STORY - WHITE HOUSE PLANE CRASH

1. Analyze the airplane incident in terms of security. What did Frank Corder do to avoid detection? What other factors contributed to this breach of security? Could it have been avoided? How?
2. Ask students in small groups to research different facets of presidential security, such as the history and functions of the Secret Service, hi-tech security devices, protections for former presidents, etc. Have groups share their findings with the class. Discuss the purpose of security measures, e.g., what effects might the assassination or kidnapping of a current or former president have on national security? Evaluate the cost. Is it worth the price?
3. Challenge groups to create a high-security plan for a presidential visit to their community. Using the HANDOUT (pg 4), have each group create an itinerary that includes all security precautions. During each group's presentation, encourage "what if..." questions by class members to expose areas of vulnerability. Which plan was most secure? Why? Is it possible to eliminate all risks? What factors limit the efficacy of security measures?

INTERNATIONAL DESK: U.S. INTERVENTION

4. Ask students: In your opinion what circumstances, if any, warrant U.S. intervention? How should such action be carried out? Distribute the HANDOUT (pg 3). After viewing today's INTERNATIONAL DESK segment and reviewing students' knowledge of recent events in Haiti, Bosnia and Cuba, have them work individually to complete the chart on the HANDOUT. Ask students to share their responses and rationale for each and use these ideas to write essays in response to the journalist's essay in today's program.

OUR WORLD - AMERICORPS

5. Discuss some of the benefits Americorps participants cite about the program and evaluate the program. For whom does it seem a good opportunity? For whom might it be less so? Would you consider participating? Why/Why not?
6. Have each small group create a profile of the kind of person most likely to have a positive experience in Americorps. What traits, skills or attitudes should an applicant possess? Where, or in what situations, might such people be found? Challenge each group to use the profile to create a "Want Ad" for a position with Americorps. Each group should write the ad copy and select publications that would reach the desired audience. Display the completed advertisements. Discuss: Are the groups' profiles similar or do students perceive a variety of good candidates?

STUDENT HANDOUT: TO INTERVENE OR NOT TO INTERVENE

DIRECTIONS: In your opinion, what circumstances warrant U.S. intervention? How should one be carried out? After watching today's INTERNATIONAL DESK segment and discussing its main points in class, review what you know about each conflict listed below. Supplement your knowledge with additional research, if necessary.

Next, decide which conflicts warrant U.S. intervention; how that intervention might be carried out (military, economic sanctions, etc.); and, explain your rationale for your chosen ACTION or INACTION. Fill in your responses on the chart below.

CONFLICT/ CRISIS	U.S. INTERVENTION? YES/NO/HOW?	RATIONALE FOR ACTION OR FOR INACTION
HAITI		
BOSNIA		
CUBA		

Discuss your responses and each rationale. What is YOUR criteria for U.S. involvement in a crisis or conflict?

Use the ideas you stated above to help you organize your thoughts as you write an essay in response to today's INTERNATIONAL DESK. Your essay should focus on the role of a superpower in the modern world. Share your essay with the class.

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STUDENT HANDOUT: A PRESIDENTIAL ITINERARY

DIRECTIONS: Imagine that the President of the U.S. is scheduled to speak in your community. Make the necessary plans for security. Use the following questions to guide your planning.

SPEECH SITE

Site selected_____

Reasons_____

Who would have access? How would this be monitored? _____

_____

ROUTE

Where would Air Force 1 land?_____

Directions for the most secure route for the presidential cavalcade:

_____

_____

What would be done to secure the route BEFORE the president's arrival? _____

_____

What would be done to safeguard the route and control traffic DURING the procession? _____

PERSONNEL

List local agencies that could provide security and state how each would be deployed: _____

_____

ANALYSIS

Review your itinerary: note and correct areas of potential weakness.

Wednesday, September 14, 1994

*** ANCHOR DESK

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
** TEACHERS: THE SUBJECT MATTER OF TODAY'S TOP STORY MAY NOT BE APPROPRIATE FOR ALL STUDENTS. PLEASE PREVIEW.			
TOP STORY	2	The global Population Conference ends in a spirit of agreement.	3:40
HEADLINES	3	U.S. MILITARY PREPARES FOR HAITI INVASION, BUT POLLS SHOW MINIMAL PUBLIC SUPPORT... PILOT OF PLANE THAT CRASHED ON WHITE HOUSE LAWN MAY HAVE BEEN "UNDER THE INFLUENCE"...	1:00
BUSINESS DESK	4	In Japan, the only baseball people calling strikes are the umpires.	2:20
LOOK AHEAD	5	DISCOVERY Spacewalk - CNN LIVE COVERAGE 10:45 a.m. EDT (14:45 GMT)	:20
OUR WORLD	6	These students have a case of the blues... but they're not complaining!	6:20
CLOSE	7		:35

EDITOR'S NOTE: TODAY'S NEWS TERMS

religious grounds fertility regulation jargon consensus
"pennant fever" corporate free agency solidarity management
12-bar blues jazz classical roots anthropologist lyrics

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TOP STORY - POPULATION CONFERENCE AGREEMENT

1. Why are some representatives to the U.N. Population Conference opposed to the language of the final population agreement? On what grounds are they objecting?
2. What are the major points of the 20-year program that 182 nations endorsed? How might individual nations implement (or chose not to implement) part or all of this agreement? Divide students into groups. Have each group choose one nation represented at the conference and use the major points cited in today's TOP STORY as the framework for that nation's 20-year plan for population control. Have groups present their plans to the class. Were there any portions of the agreement that some nations did not choose to implement or accept as part of their plan? Why? Discuss.

CHALLENGE: Post a world map. Have each group identify the challenges to population control that exist in its chosen nation. Assist the class in creating symbols to represent each challenge. Have groups affix the appropriate symbols to their countries on the world map.

BUSINESS DESK: BASEBALL IN JAPAN

3. Why are Major League Baseball players in the U.S. on strike? What announcement could be made today by the acting Commissioner regarding the future of Major League Baseball in the U.S.? How do you feel about that prospect? Explain.
4. How is the business of baseball different in Japan? Distribute the HANDOUT (pg 3) to groups of students. Have each group use information from today's BUSINESS DESK segment, as well as from other resources, to complete the chart citing the differences in the operation of baseball as a business in the U.S. and in Japan. Have groups share their findings and note distinct similarities and differences. What cultural factors influence the operation of the baseball business in each country? Discuss.

OUR WORLD - LEARNING FROM THE BLUES

5. Discuss the use of the blues in the classroom. What subject areas connect well with the blues? How are teachers and students responding who are shown in the video?
6. Provide each student with a copy of the RESOURCE (pg 4) to read individually. As a class, review the features of blues music. Brainstorm experiences from students' daily lives that would make good topics for blues songs. Challenge each student to create an original blues lyric to recite in a class "concert."
7. Assign groups of students the lives and music of blues and jazz greats to research: Louis Armstrong, "Jelly Roll" Morton, Bessie Smith, etc. Have groups play selections and share their research with the class. In what ways does each musician preserve his/her musical roots? In what ways is each unique?

September 14, 1994 (3)

STUDENT HANDOUT: THE BUSINESS OF BASEBALL: THE U.S. VS. JAPAN

DIRECTIONS: Use today's BUSINESS DESK segment and other resources available to you to help you compare the business of baseball in the U.S. and Japan. Concentrate your efforts on those aspects of the business mentioned in the video: ownership of teams, player/management relations, unionization of players, free agency and salaries. Record your information in the chart below.

THE BASEBALL BUSINESS IN ...

	UNITED STATES	vs.	JAPAN
OWNERSHIP OF TEAMS			
PLAYER/ MANAGEMENT RELATIONS			
PLAYER UNIONIZATION			
FREE AGENCY			
SALARIES			

Compare your information with that of other students in your class. What aspects of baseball are most different between the two nations? Are there any similarities in the way the businesses are operated in the U.S. and Japan? Explain.

Discuss the cultural factors that you think influence the operation of the baseball business in each country.

STUDENT RESOURCE: GETTING THE BLUES

HISTORY: BLUES music came out of the experiences of newly-emancipated slaves at the start of this century but its origins can be found in African culture. Music in African civilizations was an integral part of everyday life and all people were participants: music was not considered an "art" that some performed while others merely listened. Music was not owned or written down by its creators and could therefore be varied over time. Even during the time of slavery, elements of African culture found expression in WORK SONGS, rhythmic songs that arose from the work at hand and imitated the tempo of the task the worker was performing.

FEATURES AND FORM: Key features of WORK SONGS can be found in the blues: 1) the expression of ideas and feelings as they are occurring at that moment; 2) the use of repetition and 3) improvisation.

The basic form of a blues lyric involves 3-line STANZAS. The first line is sung, then repeated, with a different line in the third position to close the STANZA. Here is an example of a BLUES STANZA taken from a poem by Langston Hughes, "The Weary Blues."

He did a lazy sway...
He did a lazy sway...
To the tune o' those Weary Blues.

CONTENT: Using the 3-line pattern, the blues singer told a personal story, of feelings or events in his/her life, adding details about the event in each successive STANZA, often improvising to fit the mood or audience. The subject matter varied but many early blues singers focused on the experiences of African Americans who were now "freed" but who were still limited in political power and opportunity. American life experiences, including cities, work, clubs, railroads, games and relationships, were common themes.

LEGACY: Over time, regional styles of the BLUES developed, each with its own distinctive sound. One variation, with its addition of instruments like the trumpet, clarinet and trombone, developed in the African American community of New Orleans. This was JAZZ, America's most original musical art form. Much of our modern music can be considered "offspring of the BLUES."

----------CNN NEWSROOM RELIABLE RESOURCES----------

Hamlen, Roger. MUSIC: AN APPRECIATION. NY: McGraw Hill, 1976.

Hughes, Langston. "The Weary Blues" in THE NORTON ANTHOLOGY OF POETRY. Allison et al., ed. NY: W. W. Norton, 1975.

Thursday, September 15, 1994

ANCHOR DESK

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	After summer without the "boys of summer," fans face fall without the World Series.	6:00
OUR TURN	3	CNN NEWSROOM asks for reactions to the end of the baseball season.	1:00
HEADLINES	4	HAITI'S PRESIDENT VOWS NOT TO BACK DOWN... U.S. INVASION APPEARS IMMINENT...	:45
CAMPAIGN USA '94	5	Primary results suggest this is a vintage year for political comebacks.	2:35
LOOK AHEAD	6	Tomorrow: Teen Toy Queen	:30
SCIENCE DESK	7	New technology gives wildlife biologists a MOLE's-eye-view of secretive animals.	2:25
CLOSE	8		1:00

EDITOR'S NOTE: TODAY'S NEWS TERMS

baseball strike	World Series	anti-trust exemption	fan revolt
incumbent	Marion Barry	Bill Bradley	Kennedys
comeback	Mario Cuomo	Arne Carlson	Bruce Sundlin

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TOP STORY - END OF BASEBALL SEASON

1. Why will there be no World Series this year? What circumstances precipitated the end of Major League Baseball for 1994? Describe some of the economic ripple effects that will be felt throughout the U.S.
2. Name some Major League players who were headed for career-making years this season. What does the end of the season mean for their possible record-setting performances? Of the players mentioned in the video, who do you think had the best chance of breaking records? Why?
3. How might baseball greats Casey Stengel and Yogi Berra, both known for their wit and wisdom, have viewed this strike? Distribute the HANDOUT (pg 4) to groups of students. Have volunteers read aloud the quotes on the HANDOUT, then generate a discussion about what each man meant when he uttered them. Challenge groups to write modern quotes from the perspective of Mr. Stengel or Mr. Berra on the baseball strike and its effects on the national pastime.
4. Baseball has contributed much to American culture, including its jargon to idiomatic English. Brainstorm with students a list of baseball expressions that are also heard in everyday life, for example, "out in left field," "three strikes, you're out," etc. Write students' ideas on the board and ask volunteers to define each as a baseball term or use it in a sentence to illustrate its idiomatic meaning.

PRIMARY WRAP-UP

5. What is a primary election? Why are primaries held? Who were some of the winners in Tuesday's races? Who were some of the losers? Have each group of students choose one race, research the candidates and issues involved and offer reasons why the winner of their race was victorious.
6. Working in small groups, have students research voter turnout in recent primaries in their state or community. Have groups share their findings. Compared to regular general elections, why is voter turnout usually lower in the primaries? Have students speculate as to the reasons for this trend and suggest ways to reverse it.
7. How is a candidate's campaign strategy in a primary different from the strategy pursued in a general election? Ask students to recall political ads they remember from both primaries and general elections. How are they different? Who is the target audience for each kind of ad? Divide the class into groups and have each group do the following:
   a. choose any candidate who ran in a recent primary election;
   b. write two scripts for a T.V. ad for their candidate, one for the primary and one for the general election; and
   c. present its ads.

   Have the class analyze the differences between the two ads.

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***** ***** ***** ***** *     * ***** *****   September 15, 1994 (3)
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 ***  *       *   ***   *  *  * *     ***
   ** *       *   *     *   * * *     *           OBSERVING ANIMAL
***** ***** ***** ***** *     * ***** ***** DESK: BEHAVIOR
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1. BEFORE VIEWING: Discuss science myths of earlier times: the "flat earth," abiogenesis, Martians, unicorns and mermaids. What technological advances helped to disprove these ideas?

2. AFTER VIEWING: What does the MOLE allow wildlife biologists to do that previous methods could not? Why are scientists interested in observing these animals? What do they want to know?

3. Have students test each other's knowledge of animal behavior by creating an animal kingdom "Fact or Fiction" game. Ask small groups of students to research and compile lists of myths about animal behavior: "Porcupines can shoot their quills like arrows" and unusual facts: "Honeybees do a wiggle-dance to show other bees where the source of nectar is." Have groups present their "findings" in random order, challenging the class to determine whether each statement is FACT or FICTION. Create an illustrated book/display of all the unusual animal facts found.

4. Invite students to become amateur naturalists, a popular pastime in the 19th century. Challenge each student to select a species of animal or plant that exists in his/her community and produce a field notebook of a week's observations. Ask students to draw or photograph the species, identify it and keep records of its appearance or behavior and how these change at different times or under different conditions. At the end of the notebook, have students reflect on the limitations of their observations, e.g., what were they unable to observe or discover? How might technology help them learn more? Explain.

5. Challenge groups to explore the interdependence of animals and their habitats. Assign each group an endangered species, e.g., American crocodile, chinook salmon, piping plover, whooping crane, jaguarundi. Have groups
   a. research the animal's habitat needs (nesting materials, food, migration) and the other animals that are affected by the species;
   b. create a diagram to depict these relationships; and
   c. predict the ripple effects of development (dams, farms, malls, etc.) throughout the ecosystem.

   Ask students to explain the diagrams and share their predictions with the class.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

interdependence habitat naturalist
endangered species den Miniature Optical Lair Explorer

STUDENT HANDOUT: BASEBALL'S WORDS OF WISDOM

DIRECTIONS: Read the following quotes from two legends of the game who were known for their 'eloquence'--Casey Stengel and Yogi Berra.

FROM CASEY STENGEL:

"The secret of managing is to keep the guys who hate you away from the guys who are undecided."

"All right, everybody line up alphabetically according to your height."

"I made up my mind, but I made it up both ways."

(On winning the 1958 World Series)
"I couldna done it without my players."

FROM YOGI BERRA:

"You can observe a lot by watching."

"It's deja vu all over again."

"If you come to a fork in the road, take it."

"Baseball is 90 percent mental. The other half is physical."

"It ain't over 'til it's over."

"A nickel ain't worth a dime anymore."

(On why the Yankees lost the 1960 World Series to Pittsburgh)
"We made too many wrong mistakes."

"If the people don't want to come out to the park, nobody's going to stop them."

"I really didn't say everything I said."

How might these two Baseball personalities express their views about the strike? Write a few "words of wisdom" that one might hear from either man on the strike and its effects on baseball.

----------CNN NEWSROOM: RELIABLE RESOURCES----------

"Pearls of Wisdom: Memorable words from Casey Stengel and Yogi Berra." U.S. NEWS & WORLD REPORT, Aug. 29/Sept. 5, 1994, p. 95.

Friday, September 16, 1994

ANCHOR DESK

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* Join teachers and students on America Online as they explore the Okefenokee Swamp on Monday, Sept. 19th, from 11 a.m. - 12 p.m. ET. Call 1-800-344-6219 for details. *

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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		1:00
TOP STORY	2	U.S. President Clinton addresses the nation as the military prepares for an invasion of Haiti.	5:15
DID YOU KNOW?	3	Map stores in the U.S. capital are selling out of maps of Haiti.	:30
EDITOR'S DESK	4	This week's top stories included agreements on population and Cuba, increased tensions with Haiti, the end of the baseball season and a plane crash into the White House lawn.	4:00
AROUND THE WORLD	5	In eastern Berlin, a WWII bomb exploded at a construction site, killing three.	:35
OUR WORLD	6	Teenage company vice-president Mary Rodas keeps toying with new products.	2:40
CLOSE	7		1:00

EDITOR'S NOTES: TODAY'S NEWS TERMS

Haiti	Catco Toy Company	Creole	invasion
reservists	F.A.O. Schwartz	Mary Rodas	Raoul Cedras

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TOP STORY - CLINTON PREPARES THE NATION FOR INVASION OF HAITI

1. What signs point to an imminent invasion of Haiti? What would have to happen to avoid it? Have students predict whether an invasion will occur, give a rationale, then predict the outcome.
2. Discuss President Clinton's speech and evaluate his reasons for invading Haiti. What effect has the speech had on public opinion? Has it changed your position? Explain.
3. What are the different roles of the President of the U.S.? Group students and distribute the HANDOUT (pg 3). Have groups use their texts and other resources to explain or give an example of each presidential role listed on the HANDOUT and share information. Regarding last night's speech by President Clinton, ask students: In addressing the Haitian crisis, which roles is the president filling? What gives him the authority to act in each capacity? Discuss.

EDITOR'S DESK: THIS WEEK'S TOP STORIES

4. Ask groups to monitor the top stories featured on TV news. Assign each group its own channel to watch for a week. Include CNN, network and local/regional news programs. Have groups note each night's TOP STORY, the amount of time devoted to it and the information and images included. Challenge groups to consider the reasons for the choices made. They should share their observations with the class and use these to generate a whole-class discussion comparing/contrasting the selection and coverage of top stories on the different news programs. Have students suggest reasons for some of the differences.

OUR WORLD: TEEN EXECUTIVE TOYMAKER

5. What strengths does Mary Rodas bring to Catco? List some of her contributions to the company. How does she conduct market research? Do you think this is reliable? Explain.
6. Challenge groups to use their knowledge of young consumers to develop a new product or modify an existing one that would be popular with kids or teens. EX.: a new soft drink flavor, toy, snack food, item of clothing. Have each group conduct market research, develop a product and create a design, then test their levels of success by proposing the products to students in this and other classes to see which ones would "sell."

NEWSQUIZ (pg 4)

7. Distribute the NEWSQUIZ (pg 4). Review the directions and information given about "Our Turn," a new feature to CNN NEWSROOM. Have students work individually to identify the issues/people involved in each TOP STORY given. Each student should offer one UNBIASED survey question he/she would ask a "person on the street" to get an opinion on that issue. Answers will vary. Have groups use camcorders or tape recorders to conduct "Our Turn" interviews and play them back in class.

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STUDENT HANDOUT: PRESIDENTIAL ROLES

DIRECTIONS: The President of the United States performs many duties in his capacity as president. These are listed below. For each, describe that role or give an example to illustrate its meaning. Use your text or other available resources to help you.

1. CHIEF OF STATE:

2. CHIEF ADMINISTRATOR OF THE FEDERAL GOVERNMENT:

3. CHIEF EXECUTIVE:

4. CHIEF DIPLOMAT:

5. CHIEF LEGISLATOR:

6. CHIEF OF POLITICAL PARTY:

7. COMMANDER-IN-CHIEF:

8. CHIEF CITIZEN:

Share your information with the class. Can you think of any other official roles held by the president? Explain. Review today's NEWSDAY or secure a copy of the text of the speech given by President Clinton last night. Of the above roles, which one is he filling as he deals with the Haiti crisis? What gives him the authority to do so? Explain.

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**   * ****** **       ** ***** ***** *   *  * ******   09/16/94 (4)
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*  * * ****   *    *    * ***** *   * *   *  *    *
*   ** *       *  * * *  *      * * * * *   *  *   *
*    * ******   **   **   ***** ***** ***** * ******   "OUR TURN"
                                      *
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DIRECTIONS: You may have noticed a new feature to CNN NEWSROOM this year called "Our Turn." In the brief "Our Turn" segments, young people air their views about issues in the news. This week's NEWSQUIZ offers you a chance to create your own "Our Turn" segment. First, identify the issues and people involved in each of the TOP STORIES listed below and seen this week on CNN NEWSROOM. Then, write at least one UNBIASED question that you would use to survey individuals "on the street" to see how they feel about that issue. Write your responses in the boxes below.

TOP STORY: U.S./CUBA AGREEMENT ISSUE: PEOPLE: SURVEY QUESTION:	TOP STORY: CLINTON ULTIMATUM ISSUE: PEOPLE: SURVEY QUESTION:
TOP STORY: POPULATION AGREEMENT ISSUE: PEOPLE: SURVEY QUESTION:	TOP STORY: BASEBALL ENDS ISSUE: PEOPLE: SURVEY QUESTION:

Exchange responses with other students. If available, use either a camcorder or tape recorder to record individuals' responses to your survey question for any one TOP STORY above. Make sure your subjects know you are recording their opinions! Play your version of "Our Turn" for the class. How do young people in your community feel about the issues in this week's news?

Monday, September 19, 1994

ANCHOR DESK

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This is a SPECIAL LIVE EDITION (3:45 a.m. Eastern Time) of CNN NEWSROOM. Watch CNN for continuing coverage of history-making events in Haiti. THERE WIL BE NO CLOSED CAPTIONING, DUE TO TECHNICAL DIFFICULTIES

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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	U.S. President Clinton announces that an eleventh-hour compromise has been reached in Haiti.	8:00
REACTIONS	3	Reactions to the U.S./Haiti agreement from Miami's Little Haiti...	1:00
ARISTIDE PROFILE	4	Who is this man that the U.S. nearly went to war to reinstate in office?	4:05
CLOSE	5		1:10

EDITOR'S NOTE: TODAY'S NEWS TERMS

Jimmy Carter — Colin Powell — power elite — Sam Nunn — Raoul Cedras
Jean-Bertrand Aristide — emissaries — pragmatism
Jean-Claude Duvalier — Emile Jonassaint — "necklacing"

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TOP STORY - THE U.S. AND HAITI REACH AN AGREEMENT

1. What are the main points of the U.S.-Haiti agreement? Divide the class and assign one of the negotiated terms to each group. Challenge groups to role-play the negotiation process leading up to the agreement. Have students assume the roles of negotiators Carter, Powell, Nunn and the Haitian leaders Cedras, Biamby and Jonassaint. In a mock-negotiation meeting, groups should try to convey what each side's starting position or ideal outcome would have been, their reasons for their positions and the process of compromise that led to the final agreed-upon position.
2. Provide each student with a copy of the HANDOUT (pg 3). Ask students to work individually to apply the epigrams on war and diplomacy to key figures and events in the U.S.-Haitian showdown. Use the student responses as a springboard for a class discussion of war vs. diplomacy. Evaluate the quotes. Which perspectives proved to be most accurate in this situation? Do any of them hold true for all situations?

EXTENSION: Ask small groups each to select one quotation they believe is accurate. Challenge groups to illustrate the truth of the statement with stories and pictures gathered from the media. Students should expand their research to include a variety of world conflict situations. Have each group post its chosen quote, amplified by stories and illustrations. Have each group explain its display to the class.

3. Use the HANDOUT (pg 4) to help students understand the events that have led up to the "showdown in Haiti." Distribute the HANDOUT (pg 4) to groups. Ask a volunteer to read aloud the significant events in modern Haiti's history. As a class, discuss the importance of these events and review those that have a direct bearing on the situation in Haiti today. Challenge groups to use available resources to complete the timeline by finding and listing additional important events in Haiti since October 1993. Have them write their lists on the backs of their HANDOUTS.

ARISTIDE PROFILE

4. As a class, discuss the character traits attributed to Jean-Bertrand Aristide in the story and determine whether each is a STRENGTH or a WEAKNESS. Write these in two columns on the board. Challenge small teams of students to conduct research on Aristide to verify the comments made about him. On what evidence are judgments about him made? How reliable is this evidence? Have groups share their findings: add new information to the board as presented and discuss the profile of Aristide that emerges. Challenge students to make predictions about Aristide's leadership of Haiti in the coming months.

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STUDENT HANDOUT: WORDS OF WAR AND OF PEACE

DIRECTIONS: Part I. Read the following famous quotations on war, peace and diplomacy and apply them to current U.S.-Haitian relations. For each one, provide a new "speaker" and "situation." Which key player in the Haitian showdown might have spoken it, at what point in the chronology and why? Be prepared to explain the quote and to justify your choice of speaker and time-frame.

It is far easier to make war than to make peace.
(George Clemenceau)

Negotiation in the classic diplomatic sense assumes parties more anxious to agree than to disagree. (Dean Acheson)

Either war is obsolete, or men are. (Buckminster Fuller)

It is a fearful thing to lead this great peaceful people into war, into the most terrible and disastrous of all wars, civilization itself seeming to be in the balance. But the right is more precious than peace, and we shall fight for the things which we have always carried nearest our hearts--for democracy. (Woodrow Wilson)

I don't know what effect these men will have on the enemy, but by God, they frighten ME. (Duke of Wellington)

In time of war the first casualty is truth. (Boake Carter)

The supreme excellence is not to win a hundred victories in a hundred battles. The supreme excellence is to subdue the armies of your enemies without even having to fight them. (Sun Tzu)

It simply is not true that war never settles anything.
(Felix Frankfurter)

A war regarded as inevitable or even probable, and therefore much prepared for, has a very good chance of eventually being fought.
(Anais Nin)

There is no such thing as inevitable war. If war comes it will be from failure of human wisdom. (Bonar Law)

Part II. As you follow the coverage of the situation in Haiti, listen for "quotable" passages on war and diplomacy. Record a few of your favorites here:

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HAITI TIMELINE:
STUDENT HANDOUT: FROM 'PAPA' TO PRESENT

DIRECTIONS: Read the following significant events in modern Haiti's history, then research to complete the timeline by adding important events since October 1993. Use the back of this sheet for your time line.

April 21, 1971: Francois "Papa Doc" Duvalier dies after having ruled as dictator of Haiti beginning in 1957.

Feb. 7, 1986: Jean-Claude "Baby Doc" Duvalier, son of "Papa Doc," who assumed the presidency at age 19 following his father's death, flees to France.

Sept. 12, 1988: Jean-Bertrand Aristide, then a Catholic priest, escapes assassination while celebrating mass.

Dec. 16, 1990: Aristide becomes the first democratically elected president of Haiti, winning with over 70% of the vote.

Sept. 30, 1991: Military leaders led by Lt. Gen. Raoul Cedras oust Aristide. Aristide is flown to the U.S.

Nov. 5, 1991: OAS embargo takes effect against Haiti.

June 23, 1993: U.N. imposes sanctions against Haiti.

June 27, 1993: U.N.-brokered peace talks begin in New York.

July 3, 1993: Agreement is reached to return Aristide to power on Oct. 30th and to grant amnesty to coup participants.

Aug. 25, 1993: Businessman Robert Malval wins parliament's approval for transition rule.

Aug. 27, 1993: U.N. votes to drop its sanctions against Haiti.

Aug. 30, 1993: Malval sworn in as Haiti's prime minister.

Oct. 6, 1993: 26 U.S. troops arrive as part of U.N. mission.

Oct. 11, 1993: Men with guns stop 200 U.S. troops from landing in Port-au-Prince.

----------CNN NEWSROOM: RELIABLE RESOURCES----------

Adapted from "Haitian history, 'Papa' to present," USA TODAY, Oct. 12, 1993, p. 2A.

Tuesday, September 20, 1994

ANCHOR DESK

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CNN NEWSROOM presents a special edition on the unfolding events in Haiti. Stay tuned to CNN for complete coverage and late-breaking news on the situation in Haiti.

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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	The day after war was averted, leaders and citizens contemplate Haiti's future.	5:10
REACTION	3	Congressmen, world leaders, workers and spouses of military personnel share their reactions to the U.S.-Haiti agreement.	1:35
INTERNAT'L DESK	4	A look at Haiti's past reveals a history of political turmoil.	3:10
CARTER PROFILE	5	Carter's diplomatic achievements prior to Haiti include the Panama Canal Treaty, Camp David Accords and mediation in North Korea.	:20
CARTER DIPLOMACY	6	The former U.S. President and the Carter Presidential Center work privately to find peaceful solutions to global conflicts.	3:30
CLOSE	7		:30

EDITOR'S NOTE: TODAY'S NEWS TERMS

Port-au-Prince	Raoul Cedras	Philippe Biamby	Jimmy Carter
Colin Powell	Sam Nunn	Hugh Shelton	Creole
"Papa Doc" Duvalier	"Baby Doc" Duvalier	Jean-Bertrand Aristide	
"Tontons Macoutes"	Operation Uphold Democracy	conflict resolution	

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TOP STORY - U.S./HAITI

1. How were the first U.S. military troops received when they landed in Haiti? In what ways is Operation Uphold Democracy different from the planned invasion of just 48 hours ago?
2. What unresolved issues could still cause the U.S./Haiti agreement to unravel? How did U.S. President Clinton characterize the military rulers of Haiti in his speech last week? What is he saying about the prospect of their staying in Haiti now?
3. How did the military background of former Joint Chiefs Chairman Colin Powell aid the negotiations? What images did Powell invoke to convince the Haitian rulers to relinquish power?
4. Ask: If you were a member of the U.S. military force landing in Haiti after the signing of the agreement, how would you convey your mission to thousands of anxious Haitians? Divide students into small groups. Challenge them to create imaginative leaflets that could be distributed or dropped to Haitian villages and whose message was expressed in symbols conveying the purposes of Operation Uphold Democracy. Have groups share their efforts. What main ideas did each group try to convey? What difficulties are inherent this process?

INTERNATIONAL DESK: HAITI AND ITS HISTORY

5. Give each student a copy of the RESOURCE (pg 3). Enlist volunteers to read the facts on Haiti, then brainstorm other information about Haiti from today's stories and other media. Challenge small groups to use this knowledge to identify and rank Haiti's 5 most pressing issues and suggest possible solutions, then share its 5-point plan. As a class, discuss all plans and evaluate their feasibility. What are some key obstacles to solving Haiti's problems? What strengths does Haiti possess that it may call upon to build a new nation?

EXTENSION: Challenge students to imagine that they are in Jean-Bertrand Aristide's position. Ask each to write a speech addressing the people of Haiti. What plans and assurances would a newly-reinstated leader want to make to his people? What ideas and solutions would he or she want to unveil?

CARTER PROFILE

6. Ask students to imagine they are international observers working at the Carter Center, monitoring global crises and preparing written status reports for former President Carter. Distribute the HANDOUT (pg 4) to groups. Have each use current resources to locate at least 4 regional or international conflicts, describe them on the HANDOUT and share information with other groups. Generate a class discussion about the potential for mediation in any of these conflicts. Who would students like to see mediate these conflicts and why?

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******** ** ** STUDENT RESOURCE: LIFE IN HAITI

DIRECTIONS: Consider the following facts on Haiti. Using this information and what you have learned about Haiti's political situation, imagine yourself in Jean-Bertrand Aristide's position. Prepare a 5-point plan for addressing Haiti's most urgent needs. List the problems in priority order, along with your reasons for selecting each one and your ideas for solving it.

THE ECONOMY. The Haitian unit of currency is the Gourde. In 1989, the per capita GNP equaled 400 U.S. dollars. The real growth rate during the 1980's was 1.1%. Haiti's major trading partners are France and the U.S. Haiti exports cocoa, coffee, rope and sugar, and imports cotton goods, food, fuel and machinery. Its balance of trade is -144 million U.S. dollars. Haiti is considered the poorest nation in the Western Hemisphere.

EMPLOYMENT. Of the labor force, 9% is employed in industry and construction, 23.7% in the service sector. The majority of the work force, 67.2%, is employed in agriculture, fishing and mining. A significant number of Haiti's largely rural population make their living as small farmers, growing beans, corn, rice and yams. Following the traditions of their African ancestors, most Haitian farmers work in small groups comprised of neighbors, moving from field to field to plant and harvest the crops.

EDUCATION. Seventy-eight percent of Haiti's people have completed primary school, and 18% have received secondary education as well. Approximately 1% of the population has attended college. It is estimated that four-fifths of the population are illiterate.

HEALTH. Health care is scarce in Haiti: there are, approximately, 6,700 patients per doctor. The average Haitian receives 79% of the recommended daily caloric intake of 2345 calories. Life expectancy is 53 years for men, 56 for women. Haiti is densely populated, with 44% of its inhabitants under the age of 15.

CULTURE. Most of Haiti's people are descendants of Africans who, as slaves, were brought to the island to work on plantations. French is the official language, spoken by the middle and upper classes. Most Haitians speak Haitian Creole. Roman Catholicism, practiced by 83%, is the dominant religion; 13% of Haitians are Protestant. Voodoo, a mixture of Christian and African beliefs, is also widely practiced.

----------CNN NEWSROOM: RELIABLE RESOURCES----------

"Haiti." THE WORLD BOOK ENCYCLOPEDIA OF PEOPLE AND PLACES. Chicago: World Book, Inc., 1992.

CARTER DIPLOMACY:
STUDENT HANDOUT: CONFLICT STATUS REPORT

DIRECTIONS: You are an international observer working at the Carter Presidential Center. You monitor world events/global crises daily and prepare a written status report for former Pres. Carter. Using the most up-to-date resources available to you, gather information about current global conflicts. Below, list regions/countries involved in current conflicts, describing what is occurring in each.

REGIONS/NATIONS INVOLVED	DESCRIPTION OF CONFLICT

Share your information with the class. Of the conflicts you have described, are there any that might benefit from the intervention of a mediator? Explain. If so, who would you like to see mediate among the factions? Why? Has anyone attempted to resolve any of these conflicts by mediation? If so, what was the result?

Wednesday, September 21, 1994

ANCHOR DESK

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
		DUE TO TECHNICAL DIFFICULTIES, TODAYS PROGRAM WILL NOT BE CLOSED-CAPTIONED	
OPENING	1		1:00
TOP STORY	2	As Haitians welcome U.S. soldiers, the newly-brokered agreement to return Haiti's democratically-elected leader to power may be in trouble already.	3:45
DID YOU KNOW?	3	Twenty-five countries comprise the Joint Task Force returning democracy to Haiti.	:30
AT ISSUE:	4	The Monroe Doctrine with Teddy Roosevelt's Corollary have dictated U.S. policy in Latin America but, with the demise of the Cold War, how relevant is it?	5:20
HEADLINES	5	SPACE SHUTTLE DISCOVERY COMES HOME... AWARD-WINNING SONGWRITER JULE STYNE DIES...	:45
OUR TURN	6	Students at Liberty H.S. in Bethlehem, PA, voice their concerns and opinions about the occupation of Haiti.	2:05
CLOSE	7		:35

EDITOR'S NOTE: TODAY'S NEWS TERMS

de facto	amnesty	Emile Jonassaint	Monroe Doctrine
"big stick"	economic embargo	Port-au-Prince	Cap Haitien

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TOP STORY - U.S./HAITI

1. Where are the U.S. troops stationed in Haiti and what are their orders? Compare the reception the soldiers received with the "reception" with which the agreement was greeted by President Aristide. How have U.S. legislators responded? What do you think should have been Mr. Aristide's response? Why?
2. How does President Aristide characterize the agreement worked out by President Carter? What two elements of the agreement does he find objectionable? Why?
3. Discuss possible positive and negative outcomes that could derive from this agreement. List these on the board. In small groups have students design and role-play possible scenarios resulting from the outcomes. Reconvene as a whole class and ask students to share the results of their scenarios. Then have them take a position, POSITIVE or NEGATIVE, on whether the Haitian agreement will remain intact.
4. Distribute the STUDENT RESOURCE (pg 3). As a class, read and discuss the different reactions presented to the U.S./Haiti agreement. Have each student choose the perspective that most closely resembles his/her opinion on the issue and incorporate it into a Letter to the Editor of the local newspaper. -OR- Have each student select any one of the reactions given and, acting as a newspaper or television reporter, write the story surrounding that person's comments. Have students share their stories or scripts with the class.

AT ISSUE: THE U.S. AND THE AMERICAS

5. What are the Monroe Doctrine and the Roosevelt Corollary? How have these policies affected U.S./Latin American relations? Distribute the HANDOUT (pg 4) to groups of students.
   a. Have each group use its texts and other resources to answer the questions in PART I on the Monroe Doctrine and Roosevelt Corollary.
   b. Have groups complete the chart in PART II by locating and filling in information on U.S. intervention in Western Hemisphere nations on behalf of these policies.
   c. Have groups share their findings.

   Discuss: From whose perspectives might these policies be viewed as a "blessing" for democracy in the Western Hemisphere? Who might consider these policies a "curse"? Why?

OUR TURN: HAITI

6. What was Victor's primary criterion for deciding that the new agreement in Haiti was a "good" agreement? Do you agree? Why or why not? If not, what criterion would you use?
7. Ask students to comment on this statement: "I just don't believe that America has the right, as a police force of the world, to invade other countries." Ask: In your opinion, is the U.S. acting as a "police force" in its occupation of Haiti? Does the inclusion of 24 other nations' military forces alter that perception? If so, in what way?

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STUDENT RESOURCE: U.S./HAITI AGREEMENT: MIXED REACTIONS

Below are some reactions to the agreement that Haiti's leaders will relinquish power to President Jean-Bertrand Aristide on Oct. 15.

"Let us remember that this military has killed over 3,000 Haitians ...These are not honorable people but murderous thugs. This agreement does not serve the cause of democracy in Haiti."---Randall Robinson of TransAfrica

"We are very grateful that blood was not shed."--Sen. John Warner, R-Va., Senate Armed Services Committee.

"We're risking U.S. prestige to reinstate Mr. Aristide, who I think leaves a lot to be desired."---Sen. Don Nickles, R-Okla.

"The agreement...is good because it allowed the U.S. to avoid an invasion. We should keep an exit strategy, consistent with the established mission, clearly in mind, and our policy should be in constant review."---Sen. Bill Bradley, D-N.J.

"If there is any tinge of regret that the pro-Aristide forces have, it is that this group of drug dealers and assassins are getting off with a pardon and being treated as honorable men."---Robert White, former U.S. diplomat

"We were holding all the cards and we folded."---Sen. Tom Harkin, D-Iowa

"I don't have any problems with it at all. Fortunately, this invasion did not have to occur, and fortunately, we can stand here in the sun, now, and talk about a new day in a new Haiti."---Rep. Kweisi Mfume, D-Md., Chairman of the Congressional Black Caucus

"It's a disgrace. I am disgusted."---Guy Victor, Executive Director, Haitian Refugee Center in Miami

"It's a smart move. Something has to be done. Aristide was elected by most of the people, and we want him back."---Jean Jean-Pierre, U

"There are real questions I continue to have like that fact that [the administration] did not get prior authorization for this. In a way, Bill Clinton has played Russian roulette with other people's lives."---Rep. Chris Smith, R-N.J.

----------CNN NEWSROOM: RELIABLE RESOURCES----------

"Range of reaction: 'It's a disgrace' to 'It's a smart move.'" USA TODAY, Sept. 20, 1994, p. 5A.

STUDENT HANDOUT: POLICING THE HEMISPHERE

DIRECTIONS: PART I. Use your text and other available resources to help you answer these questions about the Monroe Doctrine and the Roosevelt Corollary.

1. Summarize the major points of the Monroe Doctrine:

2. How did the Roosevelt Corollary to the Monroe Doctrine make the U.S. the "police officer" of the Western Hemisphere?

PART II. Referring again to your resources, locate instances in the 20th century when the U.S. has invoked the policies outlined above as the basis for invasion of Western Hemisphere nations. Write your findings in the spaces below. An example has been given for you.

POLICE ACTION, DATE	HOW/WHY U.S. INTERVENED
Dominican Republic, 1905	

Share your information. From whose perspectives could it be argued that the Monroe Doctrine and Roosevelt Corollary are a "blessing" to democracy in the Western Hemisphere? For whom might it be considered a "curse"? Explain.

Thursday, September 22, 1994

ANCHOR DESK

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		1:00
TOP STORY	2	-Exiled Haitian President Aristide expresses his gratitude to the U.S. -Troops' rules of engagement change in response to Haitian-on-Haitian violence.	3:50
AROUND THE WORLD	3	Denmark's Social Democratic Party lost its parliamentary majority in yesterday's vote.	:45
SCIENCE DESK	4	(PART I in our series on Acne) Although acne is a common problem, its causes are often misunderstood.	3:10
DID YOU KNOW?	5	Anthropologists in Ethiopia have found 4.4 million-year-old fossils of human ancestors.	:50
OUR WORLD	6	A summer program brings Arab and Israeli children to the U.S. to play, sing and learn together how to live in peace.	3:50
NEWSDATE	7	1862...1980...1989...	:30
CLOSE	8		1:05

EDITOR'S NOTE: TODAY'S NEWS TERMS

21-gun salute	rules of engagement	deadly force	acne
hereditary	hormonal changes	Israeli	Arab
"Seeds of Peace"	Islamic Center		Auschwitz
John Wallach	mosque		Rosh Hashanah

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ANCHOR DESK September 22, 1994 (2)

TOP STORY - U.S./HAITI

1. Why has Jean-Bertrand Aristide remained silent, until now, about the U.S./Haiti agreement? According to the video, with what part of the accord does he disagree?
2. What is meant by the term "Haitian-on-Haitian violence"? Where is it occurring and who is involved? How has this violence complicated the U.S. military's role in Haiti?
3. Invite an officer from a branch of the U.S. Armed Forces to address the class on "rules of engagement" and how they are altered to meet different circumstances. Generate a class discussion about the obstacles that an international military faces in any peacekeeping mission.

SCIENCE DESK: TEENAGE ACNE

4. BEFORE VIEWING: Ask students to brainstorm what they have heard about the causes of acne. List these on the board. Ask for a show of hands and record how many students believe each one is true. Circle the top vote-getters.
5. AFTER VIEWING: Discuss the information provided in today's SCIENCE DESK and compare it to the ideas students have heard in the past. Evaluate Dr. Dobies' advice on reducing the risk of acne. What do students believe is a reasonably healthy lifestyle, a reasonable amount of fluids, etc.?
6. Provide students with a copy of the HANDOUT (pg 3). Challenge small groups each to investigate a disease or condition that, so far, has eluded a definitive cure. Depending on the age and level of the students, topics could include: colds, baldness, migraines, allergies, clinical depression or AIDS. Assist groups in "publishing" their findings in brochures, displays and taped public service announcements.

OUR WORLD - SEEDS OF PEACE

7. What is the "Seeds of Peace" program? Explain the significance of its name. Who are the participants? Who is financing the program? Why do you think these groups are interested in funding such a program?
8. How is "Seeds of Peace" trying to promote international understanding? Have the participants' experiences changed their minds about the other culture? Explain.
9. Ask students to assume that they could create a program similar to "Seeds of Peace." How would they promote international understanding? Distribute the HANDOUT (pg 4) to groups of students. Have each group choose at least two groups of people who are considered enemies and determine how to promote understanding among their youth. Groups may use additional resources to complete the questions on the HANDOUT. Have groups share their ideas. What preconceived notions will participants have to overcome? How will each program accomplish this?

STUDENT HANDOUT: MEDICAL FACTS AND FABLES

DIRECTIONS: Part I. Consult your local health organizations and other sources to obtain accurate and up-to-date information on your assigned medical condition. Use the fact sheet below to record your research. Use the back if necessary.

NAME OF CONDITION/DISEASE_____

COMMONLY-HELD MISCONCEPTIONS_____

WHOM IT AFFECTS_____

CAUSES/HOW IT IS ACQUIRED_____

SYMPTOMS_____

EFFECT ON PATIENT (DURATION, SERIOUSNESS)_____

DRUGS/TREATMENT (STANDARD)_____

SIDE EFFECTS_____

DRUGS/TREATMENT (EXPERIMENTAL)_____

SIDE EFFECTS_____

Part II. "Publish" your findings. Use the data you have gathered to create an informational brochure, newsletter, bulletin board display or public service announcement on tape or video. Share your publication with your class and other students.

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STUDENT HANDOUT: SEEDS OF PEACE

DIRECTIONS: Suppose that you could create a program designed to promote understanding among different groups of people commonly thought of as enemies. Who would you invite to participate? How would you promote peace among the participants? Organize your ideas by answering the following questions. You may need to consult additional resources to help you with some of your answers.

1. What 2 (or more) groups of young people would you like to see participate in your program? Why?

2. What specific activities (camping, touring, etc.) would you include in your program?

3. Where would you take these students? Why did you choose these particular places?

4. Describe how you would give each group a taste of the other group's culture, by indicating specifics in

   Food -

   Music -

   Holidays/observances -

   Traditions and customs -

5. Are there any movies or books you would recommend to your participants to read? Explain.

6. What private groups or individuals would you contact as sources of funding for your program? Why?

Share your ideas with the class. What preconceived notions about each culture might you have to help young people overcome? How would you go about doing that?

Friday, September 23, 1994

ANCHOR DESK

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	For some Haitians, the arrival of U.S. forces has made it possible to dream again; for others, it is a nightmare.	4:05
QUIZ	3	How much will the U.S. military mission to Haiti cost for the remainder of 1994? About $250 million.	:30
EDITOR'S DESK	4	This week CNN NEWSROOM brought you the story of the U.S./Haiti agreement.	3:50
HEADLINES	5	NATO JETS STRIKE SERB TANK...	:30
TEEN ACNE	6	(PART II in our series) Dermatologists talk about the best ways to treat---and prevent---breaking out.	3:55
CHECK THIS OUT	7	Ann Jordan is a 92-year old college freshman at New York's Dowling College.	:40
CLOSE	8		:45

EDITOR'S NOTE: TODAY'S NEWS TERMS

mortars	artillery	U.S. occupation	Marshall Plan	Pentagon
21-gun salute		William Perry	Benzoyl Peroxide	therapy
salicylic acid		non-prescription	derivative	Retin A

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TOP STORY - U.S./HAITI

1. Challenge the class to explore different Haitian points of view on the U.S. involvement in their country. Ask each student to assume a Haitian identity (soldier, lawyer, Aristide supporter, Mayor of Port-au-Prince, etc.) and write a journal entry expressing the feelings and attitudes that person might have about the week's events. Encourage students to share their "diaries." Discuss the different points of view and the challenges these present to a smooth transition to democracy.

EDITOR'S DESK: HAITI

2. Distribute the HANDOUT (pg 3). Review the focus and purpose of a newspaper's editorial page with students. Then have each student read the excerpts from editorials on the U.S./Haiti agreement given in the HANDOUT. Discuss and analyze each viewpoint. Challenge every student to select one excerpt from those given and write an editorial he/she would like to see run in the local newspaper that either supports or rebuts the chosen excerpt.

TEEN ACNE, PART II - TREATMENT

3. What are some of the over-the-counter products available to treat acne? What treatments require a dermatologist? Why?
4. Challenge groups to conduct their own investigations of over-the-counter products and produce a comparison guide similar to those published by CONSUMER REPORTS. Assign a product type to each group; for example, moisturizers, toothpastes, shampoos for problem hair, insect repellents. Assist each group in selecting a few key criteria to examine for each brand: unit price, active ingredients, effectiveness, flavor/scent. Each group should visit local stores, try product samples, conduct consumer polls and other research to compile a reference and shoppers' guide for their fellow students.

NEWSQUIZ - WHO SAYS SO?

5. Check students' knowledge of the people who played key roles in the U.S. involvement in Haiti. Give each student a copy of the NEWSQUIZ (pg 4). Ask students to choose the political figure who would be most likely to say each imaginary quote and write that person's name in the blank. Challenge students to write their own imaginary quotes for the people listed in Part II. Share these with the class. ANSWERS: 1. "Papa Doc" Duvalier; 2. Colin Powell; 3. Emile Jonassaint; 4. Gen. Hugh Shelton; 5. Jimmy Carter; 6. President Clinton. Answers to Part II will vary.

EXTENSION: Ask groups of students to create imaginary quotes for other historical or contemporary figures in order to quiz each other on current events or other curricular material.

EDITOR'S DESK:
STUDENT HANDOUT: HAITI EDITORIALS

DIRECTIONS: The editorial pages of a newspaper provide the reader with different perspectives on issues. What is written in these pages is not fact but opinion, supported usually by facts. In a democratic society the editorial page provides a forum for viewpoints that stimulates discussion and freedom of expression.

Read the following excerpts from editorials that appeared in newspapers around the U.S. the day after the Haiti agreement was signed. Choose one of the excerpts and write an editorial to support or rebut the points made in that excerpt.

From THE WASHINGTON TIMES: "The bottom line is that Mr. Clinton ought never to have painted himself into this corner. Every time this scenario plays itself out in the international stage again, the United States looks bumbling and inconsistent, losing stature and respect . . . it is clear that we will be in Haiti for years to come . . . Mr. Clinton had better start thinking now of how to prevent it from becoming a second Somalia mission."

From THE MIAMI HERALD: "It was a masterful show of diplomacy backed by force, this last-second rescue from the abyss. . . . Mr. Clinton was overgenerous in granting Gen. Cedras so much time to get packing. Now it's vital that he assure that Gen. Cedras not only leaves office, but Haiti itself.

From THE LOS ANGELES TIMES: "President Clinton and other administration officials . . . can certainly feel a genuine sense of achievement, even triumph, in this last-minute accord . . . But that said, it must be pointed out that the deal reached by the trio of U.S. negotiators with the Haitian junta is fraught with uncertainty and risk. . . . Among the many questions that remain to be answered, the biggest is this: What guarantee is there that Cedras, Biamby and Francois will keep their word?"

From THE (Cleveland) PLAIN DEALER: "There can be only one president. Carter's role as a statesman-emeritus can be invaluable, but only if it does not compete with the current president's leading role as commander in chief and top diplomat. As a fellow Democrat, and as a former president, Carter should understand the delicacy of his involvement, and the importance of letting Clinton be---and appear to be---the unequivocal leader of U.S. foreign policy."

----------CNN NEWSROOM: RELIABLE RESOURCES----------

Adapted from "Opinionline: Cedras could cause big trouble for Aristide," USA TODAY, Sept. 20, 1994, p. 13A.

WHO SAYS SO?

DIRECTIONS: Part I. Read the following imaginary quotes. Choose the key U.S. or Haitian figure to whom it best applies. Write that person's name in the blank.

1. "I ruled Haiti between 1957 and 1971. I maintained my position of authority with my secret army and police, the Tontons Macoutes."

---

2. "My former position as Chairman of the Joint Chiefs of Staff allowed me to speak frankly to Gen. Cedras, military man to military man."

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3. "I held the title of President of Haiti under the military rule of Raoul Cedras and Philippe Biamby."

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4. "As the top U.S. commander on the ground in Port-au-Prince, I am pleased with the overall smoothness of Operation Uphold Democracy, but I am concerned about incidents of Haitian-on-Haitian violence."

---

5. "Although Haiti is my most recent diplomatic mission, I have also worked to resolve conflicts in the Middle East, Africa and North Korea."

---

6. "I realize that many Americans are not sure why we are involved in Haiti. It is my responsibility to address the nation and explain the human rights violations going on there, the need to uphold democracy and our reasons for intervention."

Part II. Using your knowledge of the situation in Haiti, write your own imaginary quote for each one of the people given below.

General Raoul Cedras

Jean-Bertrand Aristide

Monday, September 26, 1994

ANCHOR DESK

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		1:00
TOP STORY	2	An exchange of gunfire Saturday left ten Haitians dead and one U.S. Marine wounded.	3:40
HEADLINES	3	YELTSIN BEGINS FIVE-DAY U.S. VISIT...	:30
DEFINITION	4	Holistic: Dealing with wholes or integrated systems rather than with parts.	:20
FUTURE DESK	5	A growing number of patients are turning to alternative medicine for treatment.	2:35
AROUND THE WORLD	6	Swiss voters approved a law banning race discrimination and Holocaust denial.	:30
THE SKIES ABOVE	7	Because Earth spins on a 40-degree axis, stargazers must adjust their telescopes to keep viewing the same star.	:30
THE SKIES ABOVE	8	(Part I in our series) The Planet Quest planetarium show gives guests a virtual trip through the solar system.	4:10
CHECK THIS OUT!	9	Residents of Bothwell, Australia, have taken up a new sport: ferret racing.	:45
CLOSE	10		:50

EDITOR'S NOTE: TODAY'S NEWS TERMS

Cap Haitien	firefight	Col. Tom Jones	virtual reality
Henry H. Buehl Planetarium		Planet Quest	interactive

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TOP STORY - FIREFIGHT IN HAITI

1. Reconstruct the events that transpired Saturday night at Cap Haitien. Using the information in today's TOP STORY and other media, have the class piece together the events that led up to the firefight, the immediate results and the U.S. and Haitian responses. Challenge students to make predictions. Will this kind of confrontation occur again? Why/Why not? What might be some long-term effects of this kind of violence?
2. Review the meaning of "rules of engagement" and ask students to consult recent media for a listing of the rules issued at the outset of the mission in Haiti. In groups, ask students to define, evaluate and, if necessary, revise the rules of engagement for U.S. troops in Haiti. Challenge groups to provide clear guidelines with illustrative examples for the use of deadly force, when to return fire and when, if ever, to initiate fire. Ask groups to present their ideas and justify any modifications. Discuss the process: How easy/difficult is it to define and clarify these rules?
3. Brainstorm different ways of looking at the U.S. military's situation in Haiti. What are some of the challenges and difficulties they are facing? What are some sources of satisfaction or accomplishment? Challenge each student to draw an editorial cartoon depicting the military's situation. Post the cartoons on the bulletin board. Ask each student to select one classmate's cartoon and write a brief essay interpreting and responding to it.

THE SKIES ABOVE (PART I): THE PLANETARIUM

4. In what ways is the Henry H. Buehl Planetarium an innovation of the planetarium concept? If students could create their own Planet Quest programs, where might they like to go and what space experiences might they want to have?
5. Divide the class into groups. Assign each one a constellation to research. What does it look like? What are the names of the stars? Where and when can it be seen? Challenge each group to create an orrery of its constellation by punching holes in heavy cardboard or tin. Turn the classroom into a planetarium by holding the orreries over a high-powered flashlight and projecting the "stars" onto the ceiling. Have each group present its constellation to the class.
6. Help students learn the language of astronomy by using the HANDOUT (pg 4). Have students work in groups to locate a definition for each term on the HANDOUT and explain it in their own words. Have groups share their explanations. As a class, brainstorm a list of additional astronomical terms and work together to find their meanings. Add these to the ones on the HANDOUT and compile a "Galactic Glossary" to be kept in the classroom as a reference tool.

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***** *   * ***** *   * *****  *****          September 26, 1994 (3)
*     *   *   *   *   * *   *  *
***   *   *   *   *   * ****   ***
*     *   *   *   *   * *   *  *
*     *****   *   ***** *    * ***** DESK:  ALTERNATIVE MEDICINE
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1. BEFORE VIEWING: When you are sick, where do you normally seek treatment? Has there ever been a time that the prescribed treatment for your illness did not work? If so, what did you do then?

2. AFTER VIEWING: What do the patients in the video have in common? What is alternative medicine? Why do you think these treatments have been labelled "alternative"? How does the American Medical Association assess these treatments? Why?

3. Why do you think that more Americans are seeking alternative medical treatment? Would you consider using one or more of the alternative treatments cited in the video? Explain. What are some factors that might keep patients from trying unconventional treatments?

4. What are "old wives' tales"? Are any of them legitimate ways to treat or prevent disease?
   a. Divide students into to brainstorm a list of "old wives' tales" concerning health (e.g., chicken soup cures a cold, wear a sweater so you don't "catch cold") and share its list with the class.
   b. Write group lists on the board.
   c. Challenge each group to select one or more items from the list and research, including interviewing medical professionals, to determine whether that method "works."
   d. Have each group present its findings.

   If the method "works," what is its scientific rationale? If it does not, why did people once believe that it would help? Would you consider any of these treatments a kind of "alternative medicine"? Discuss.

5. Have each group of students choose one kind of unconventional medicine mentioned in the video (acupuncture, t'ai chi, holistic medicine, massage, etc.) and research to learn more about it. Have each group conduct two interviews: one with a professional in that field to learn what the benefits of that treatment are and one with a professional in an established medical field to find out how he/she feels about this particular kind of alternative medical treatment. Have groups present their information. What are some of the pros and cons of these kinds of therapy? Should any of them be advertised as "medical" treatments? Why or why not?

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

AMA holistic side effects ineffective healing energy therapy

STUDENT HANDOUT: GALACTIC GLOSSARY

DIRECTIONS: Whether you're a student-stargazer or professional astronomer, there are terms you need to know as you study the skies. Use your resources to explain each of the terms below.

1. light year:

2. comet:

3. meteor:

4. quasar:

5. galaxy:

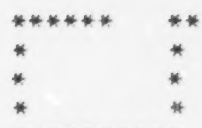
6. nebula:

7. open cluster:

8. constellation:

9. zenith:

Present your explanations to the class. Brainstorm a list of additional astronomical terms with your class, locate their meanings and combine them with these to create a "Galactic Glossary" to be kept in your classroom as a reference tool.



Tuesday, September 27, 1994

ANCHOR DESK

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	Today marks the beginning of another U.S./Russia summit, the fifth meeting in less than two years.	3:45
HEADLINES	3	JURY SELECTION BEGINS IN SIMPSON TRIAL... CLINTON VOWS TO FIGHT FOR HEALTH CARE...	:45
THE SKIES ABOVE	4	(PART II in our series) David Levy spends his nights staring at the sky and, once in a while, he makes an astounding discovery.	4:30
TRANSFORMING HAITI	5	An update on events in Haiti...	1:00
INTERNAT'L DESK	6	A warrior who pledged to give his life for his country struggles with the memory of a promise he never kept.	3:15
CLOSE	7		1:00

EDITOR'S NOTE: TODAY'S NEWS TERMS

Boris Yeltsin summit Cold War hydrogen bomb detente embargo Shoemaker-Levy Nine comet Mt. Palomar Observatory David Levy cosmic idealist amateur kamikaze heroic foolhardy atrocities

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TOP STORY - YELTSIN AND CLINTON MEET AGAIN

1. Discuss the term "summit" and list examples. How is it different from a meeting? What are the expectations surrounding Yeltsin's visit? Should it be viewed as a summit? Explain.
2. Challenge students to create a timeline tracing the changes in U.S.-Russian relations since the days of Presidents Kennedy and Khrushchev. Ask each group to research a different span of time, e.g., a decade, a presidential term, etc., starting with the 1960s and ending with the present. Have each group include key conflicts, meetings, agreements and policies involving the U.S. and Russia. Assemble the timeline, post it on a wall and have each group explain its segment of the timeline.

THE SKIES ABOVE (PART II): THE AMATEUR ASTRONOMER

3. Most comets are discovered by amateurs. Using the information provided in the video and their own imaginations, have students brainstorm reasons this might be so. What does it take to be an amateur astronomer? What does the term "amateur" mean to students? What does it mean to David Levy?
4. During the Renaissance, all astronomers were amateurs in that their technology was limited. Assign groups of students to each research the theories/discoveries of an early astronomer: Copernicus, Brahe, Galileo, Kepler. What were the prevailing theories of their time? What new ideas did each contribute? On what evidence did each one base his theories? To what extent have they been proven true or false? Have each group create a diagram/model illustrating some aspect of the astronomer's contributions. Have groups share information.
5. Challenge students to become amateur specialists in astronomical phenomena. Give each student a copy of the HANDOUT (pg 4) and divide the class into four groups. Assign each group one of the four phenomena (eclipse, lunar phases, meteors and meteorites, comets) to research. Have students use the HANDOUT to create notecards for a presentation on that phenomenon. Photocopy the notecards using a different colored paper for each topic. Store these in the classroom to be used as a color-coded reference center on astronomy.

INTERNATIONAL DESK: JAPAN'S KAMIKAZE PILOTS

6. Today's INTERNATIONAL DESK focuses on the kamikaze missions carried out by Japan's pilots in WWII. What are some other "impossible missions" carried out throughout history and what circumstances precipitated them? Distribute the HANDOUT (pg 3) to groups of students. Have each group find more information on similar suicide missions and their situations and record their findings on the HANDOUT. After sharing information, challenge each student to write and deliver a speech a leader of that time might have given to inspire his/her people to take this action.

STUDENT HANDOUT: IMPOSSIBLE MISSIONS

DIRECTIONS: In today's INTERNATIONAL DESK, we learn about the suicide missions carried out by Japan's kamikaze pilots in WWII. What similar missions were carried out throughout military history? What situations led to these missions? Use any resources available to you to find out more about these impossible missions and the circumstances that precipitated each. Write your information in the chart below. Two examples of these missions are given for you.

SUICIDE MISSION	SITUATION THAT EVOKED THIS RESPONSE
PICKETT'S CHARGE	
THE CHILDREN'S CRUSADE	

Choose one of the impossible missions you have researched and write a speech that a leader of that time might have used to inspire his/her people to take this drastic action. Deliver your speech.

Discuss the beliefs and emotions that were a part of the culture of each suicide mission. Explain the rationale behind each people's belief that they were doing the "right" thing.

STUDENT HANDOUT: ASTRONOMICAL PHENOMENA

DIRECTIONS: Research your assigned phenomenon. Use the questions below to guide your inquiry. When you have filled in the boxes, cut them out and use them as notecards for a class presentation. Use the backs of the "cards" for additional information if needed.

PHENOMENON (Circle one): ECLIPSE LUNAR PHASES METEOR(ITE) COMET

WHAT CAUSES IT?	HOW CAN IT BE OBSERVED?
HOW DID PAST CULTURES EXPLAIN/MYTHOLOGIZE IT?	WHAT SCIENTISTS OR DISCOVERIES HELPED EXPLAIN IT?
WHAT EFFECT DOES IT HAVE ON EARTH OR HUMANS?	GIVE DATES/EXAMPLES OF KEY VIEWING OPPORTUNITIES, PAST AND FUTURE:

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******   ***     ***     *            Wednesday, September 28, 1994
*       *  *    *  *    *
*       *   *   *   *   *
*       *    * *    * *
**********     ***     *** ANCHOR DESK ----------------------------
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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		1:00
TOP STORY	2	In spite of the pomp and ceremony, differences remain between the U.S. and Russia as another summit begins.	3:15
TRANSFORMING HAITI	3	U.S. forces in Haiti suffer their first fatality...	1:05
DEFINITION	4	TRADEMARK: a symbol, design, word, letter, etc., used by a manufacturer or dealer to distinguish its product from a competitor's...	:30
BUSINESS DESK	5	A businesswoman faces formidable hurdles in her quest for a piece of the Olympic pie.	2:50
DID YOU KNOW?	6	Modern scholars study the architecture and art of ancient civilizations to determine the extent of their astronomical knowledge...	:30
THE SKIES ABOVE	7	Here's a hobby that will have you reaching for the stars...and planets.	4:20
LOOK AHEAD	8	WANTED: STUDENT VIDEOS! Details tomorrow.	:30
CLOSE	9		1:00

---------- EDITOR'S NOTE: TODAY'S NEWS TERMS ----------

adversaries Alija Izetbegovic guidepost Big Dipper Ursa Major

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TOP STORY - CLINTON AND YELTSIN, DAY ONE

1. What words are used in today's TOP STORY to describe the atmosphere of the summit? On what points do the U.S. and Russia agree?
2. Challenge groups to learn more about the "issues of contention" between the U.S. and Russia. Assign each group a different issue mentioned in the video: Bosnia and the arms embargo, arms sales to Iran, Russian control of independent republics. Have groups consult media sources to discover the reasons for disagreement. What background information is needed to understand the issue? Where does each country stand on that issue? Why? Share groups' findings in class, then discuss the importance of each point of contention. Which point do students think is most serious? Why?
3. Have students work individually to research statistics on U.S. economic aid to Russia under Boris Yeltsin. How much has been promised? How has been much provided? What programs does this aid support? Share the statistics in class and have small groups create graphs to depict the data in a meaningful way. Save these and have groups update them after the summit ends.

THE SKIES ABOVE (PART III): STARGAZING

4. What are some of the responses that people in the video had to the night sky? Which ones have you felt as well?
5. Challenge groups to learn more about the tools of astronomy by assigning each a different observational device, e.g., optical and radio telescopes, spectroscopes, satellites and probes. Have groups consult reference materials to discover what their device does, how it works and what key contributions it has made to astronomy and share their findings.
6. Have groups interpret poetry inspired by sky-watching. Assign each its own poem. Examples: William Blake's "To The Evening Star," Walt Whitman's "On the Beach at Night," George Meredith's "Winter Heavens," Franklin M. Davis' "Four Glimpses of Night," Louis MacNeice's "Star-gazer," Leslie Marmon Silko's "How to Write a Poem About the Sky." Ask groups to examine their poet's ideas, emotions and techniques. Have each group perform a choral reading of its poem, then lead a discussion on its meaning and artistry.
7. Challenge students to express their experience of the through art. Provide each student with a copy of the HANDOUT (pg 4) and discuss the questions and terms: emotional response, sensory imagery, audience, etc. Ask each student to observe the night sky and complete the HANDOUT. Assist students in selecting an appropriate medium, e.g., poetry, song, painting, sculpture, dance. If feasible, arrange for an audience beyond the class itself, such as a younger class, senior citizens group, etc., and hold an arts festival to showcase the students' work.

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*   * *   *    **   *   *   * * *        **    **          OLYMPIC
***** ***** ***** ***** *     * ***** ***** ***** DESK:  LOGO FIGHT
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1. BEFORE VIEWING: What is a logo? Why do businesses use logos and other images on their products?

2. AFTER VIEWING: Describe Kimberly Kennedy's Olympic creation. Why are organizers of the '96 games trying to block her application for a trademark? According to Olympic organizers, what options could Ms. Kennedy pursue instead?

3. Explain Ms. Kennedy's "David and Goliath" analogy. Why are some corporations allowed to use the Olympic trademark logo? Why are the numbers of corporate sponsorships limited? Do you view Ms. Kennedy's actions as trademark infringement or as an exercise in free enterprise? State your rationale.

4. How do corporations and organizations use symbols and images to identify and promote their products? Divide the class into groups. Have each group bring in and present examples of well-known trademark logos or symbols. Why are these marketing tools so successful? Can students think of any examples of "copycat" symbols or logos for those presented? Discuss.

5. What is a trademark? a patent? a copyright? Have groups of students research to find out as much as they can about each of these legal devices, including who issues them and how long they remain in effect. Have groups share their findings. Generate a class discussion about the role of government in promoting commerce in a free market economy. Why are trademarks protected by federal law? In your opinion, should the government have this kind of protective role?

6. In a class discussion, challenge students to come up with other examples of images or symbols that are protected by federal law, e.g., Major League Baseball team names and designer labels. Write students' examples on the board. Have small groups of students find out what "pirating" is then choose one of the examples of protected images or symbols from the board and describe how "pirating" of that image/symbol hurts the business as well as the consumer. Have groups present their ideas to the class. What would happen if anyone could use the Olympic symbol for profit at will? Discuss.

----------EDITOR'S DESK: TODAY'S NEWS TERMS----------

trademark	logo	free enterprise	competition	entrepreneur
licensee	image	corporate sponsor	monopoly	Federal Law

STUDENT HANDOUT: ASTRAL EXPRESSION

DIRECTIONS: Part I. Let the sky capture your imagination and inspire you to express yourself. Take an evening walk or simply look out at the night sky. Use the questions below to help you record your responses to what you see.

What did you observe?_____

_____

What emotion best expresses what you felt as you looked at the sky?

_____

What ideas about your life or life in general came to your mind?

_____

_____

Jot down concrete sensory images you remember, for example, colors, shapes, patterns, textures, movement, temperature, sounds.

_____

_____

_____

Part II. Now craft your ideas into art to share your experience with others. Use the following as part of your prewriting process.

Who will be my audience?_____

What emotional response to my artwork do I want my audience to have?

_____

What ideas or concepts do I want them to think about?_____

_____

What is the best medium for me to use to accomplish these aims?

_____

Thursday, September 29, 1994

ANCHOR DESK

Send your student videos to CNN NEWSROOM, One CNN CENTER, Atlanta, GA 30348, U.S. REMEMBER, participation in "STUDENT VIDEOS" is restricted to schools enrolled for licensed use of CNN NEWSROOM. To enroll your school call 1-800-344-6219.

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	Pledges of friendship, cooperation and peace climax the U.S./Russia Summit.	4:45
TRANSFORMING HAITI	3	Haitian lawmakers are considering amnesty for military leaders...	:30
SCIENCE DESK	4	Humans with special needs get a little help from their marine friends.	3:50
DID YOU KNOW?	5	The European Organization for Nuclear Research was created 40 years ago.	:45
STUDENT VIDEOS	6	What's cool in your school? We want you to tell the world about it!	3:50
CLOSE	7		:35

EDITOR'S NOTE: TODAY'S NEWS TERMS

investment tax code stability tentativeness Mikhail Gorbachev embassy strategic nuclear weapons "package" framing narration

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TOP STORY - CLINTON AND YELTSIN, DAY TWO

1. Discuss the results of the U.S.-Russian summit. What agreements did the leaders make? What documents did they sign? What other less quantifiable progress was made? What remains to be done? As a class, evaluate the overall success of the summit. Who benefitted and in what ways? In small groups, have students create an agenda for the next summit including unfinished business from this one and any other areas of concern groups feel should be addressed. Have students share and explain the rationale for their agendas.
2. Ask students to brainstorm their impressions of Boris Yeltsin as a leader and media personality based on today's TOP STORY. How is he depicted? What details, pictures and words were selected for inclusion and what effect do they have on the viewer? Have each group research the way a different 20th-century Russian/Soviet leader was portrayed in U.S. media. Encourage groups to consult newspapers, magazines and newsreels from the time period in question. What images and language are used? What effects do they create? Have groups share their findings and suggest reasons for the depictions of leaders then and now.
3. Challenge groups of students to seek out investment opportunities in Russia. Have each group play the role of an investment firm. After researching Russia's resources and current and potential economic strengths, have each group "publish" an investment guide to Russia for U.S. investors, listing areas of likely growth and profitability and including brief justifications for these choices. As a class, discuss the barriers or disincentives that exist for investing in Russia. What would have to happen in Russia to encourage more U.S. investment in that country?

CNN NEWSROOM - STUDENT VIDEOS

4. Challenge groups to become more aware of the techniques used by the creators of video. Assign each group a similar kind of video to tape and view, e.g., a one-minute advertisement, local news story, promotional spot and tell each to focus on one technique: framing, use of natural sound, number of edits/breaks, delivery/choice of background. Ask groups to note carefully the way the technique was used and the effect it had on the video's interest, pace, eye appeal or emotional impact. Have groups share the tapes and their analyses with the class.
5. Invite groups to create their own videos. Brainstorm topics and allow students to form groups by subject interest. Provide each group with a copy of the HANDOUT (pg 4) for organizing their ideas. Assist students in obtaining the necessary equipment and training. When the videos are completed, arrange for a public screening at your school. Keep copies of the HANDOUT as a classroom resource for future productions.

1. BEFORE VIEWING: What is "therapy"? How might the kind of therapy you receive after breaking your leg be different from therapy received for an emotional or mental disorder?

2. AFTER VIEWING: What makes the Full Circle Program at the Marine Research Center in Clearwater unique? How do the animals have a therapeutic effect on their human "friends"? How do the animals benefit from this arrangement?

3. What kinds of animals are part of the Full Circle Program? Do you think these are good choices? Why/Why not? Besides the species mentioned in the video, what other kinds of animals do you think would interact well with humans? What traits do these animals have that would make them good for human therapy?

4. Divide the class into groups. Have each group interview a person involved in any kind of program where animals are brought together with humans for therapeutic purposes. Groups may want to consult the local humane society, administrators of foster homes or nursing homes, etc. Assist groups in preparing interview questions to determine the scope and effects of the program in each case. Have groups share their information. Discuss: Why do you think animal/human therapy works so well? Is there any evidence that the positive effects of this kind of therapy may also affect a person's physical well-being?

5. Use this opportunity to familiarize students with the anatomical features of different marine animals and compare those to human systems. Divide the class into small groups. have each group choose one species of marine animal and research the major biological systems of their species and the adaptations that help that animal survive in its habitat. Instruct groups to create posters, diagrams or use photos to illustrate some of these systems and adaptations. Have groups offer multimedia presentations to the class.

CHALLENGE: In a class discussion, have students compare the biological systems of marine vertebrates to those of humans. How do both adapt to injury to one of those systems? Can humans continue to function in their natural habitat after the loss of a limb, for example? How does this compare to the ability of "Stumpy" the sea turtle to live in the wild with one less flipper? Discuss.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

therapy rehabilitation bottle-nose dolphin sea turtle Full Circle

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******** ** ** STUDENT HANDOUT: PREPPING YOUR "PACKAGE"

DIRECTIONS: As you shoot your video, use this HANDOUT to record and organize your ideas and as a checklist of the materials and steps needed in the process.

PACKAGE TOPIC:_____

SOURCES:_____

_____

REPORTER(S):_____

PICTURES NEEDED:_____

_____

FILMING LOCATION(S):_____

EQUIPMENT CHECKLIST: CAMERA_____ TAPES_____

BATTERIES_____ TRIPOD_____

OTHER (SPECIFY)_____

FRAMING NOTES:_____

_____

NATURAL SOUND NOTES:_____

_____

EDITING NOTES: (BRIEF DESCRIPTION AND RUNNING TIME FOR EACH SEGMENT)

_____

_____

_____TOTAL RUNNING TIME (2-3 MINUTES):_____

SCRIPT NOTES:_____

_____

_____"FOR CNN NEWSROOM."

Friday, September 30, 1994

ANCHOR DESK

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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	Haiti takes another step toward democracy . . . and a step back into violence.	4:10
TRANSFORMING HAITI	3	Other developments in Haiti include an increase in the number of U.S. troops to be sent there.	1:00
HEADLINES	4	POLIO WIPED OUT OF WESTERN HEMISPHERE... DISNEY LOOKING FOR NEW SITE...	1:00
ARTISTRY IN ACTION	5	(PART I) Meet a teacher who brings students and opera together.	3:30
AROUND THE WORLD	6	The world's car makers unveil their 1995 line-ups.	:30
EDITOR'S DESK	7	We review the week's top stories, from Haiti to Washington, D.C.	3:20
CLOSE	8		1:00

EDITOR'S NOTE: TODAY'S NEWS TERMS

power vacuum authoritarian Raymond Kelly aria duet

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ANCHOR DESK September 30, 1994 (2)

TOP STORY - VIOLENCE IN HAITI

1. Discuss the term "power vacuum" and apply it to the situation in Haiti. What effect does this have on U.S. operations?
2. Have groups consult media to characterize, then evaluate, the Haitian police force under the military junta. Have each group create and present a job description and training plan for a new police force, one appropriate for a democratic Haiti.

ARTISTRY IN ACTION - SOMETHING TO SING ABOUT

3. Introduce students to the language of opera. Ask each group to (a) research a different set of opera terms: libretto, aria, recitative, overture, coloratura soprano, etc., (b) define its terms and (c) provide (or play) an example of each for the class. Compile a class opera reference center.
4. W. H. Auden said, "No good opera plot can be sensible, for people do not sing when they are feeling sensible." Provide students with copies of librettos or plot summaries. Discuss and evaluate Auden's statement. Brainstorm stories from today's headlines and popular culture that would make good opera plots. Challenge each group to develop and present a concept for a modern three-act opera. Who would be the main characters? What would happen in each act? What would the costumes look like? Who would perform it?

EDITOR'S DESK

5. Summarize the latest developments concerning Haiti. What action has the U.S. Congress taken regarding Haiti?
6. According to the video, what evidence is there that the U.S. and Russia are "growing together, replacing suspicion and fear with trust and cooperation"?

NEWSQUIZ (pg 4)

7. This week's NEWSQUIZ challenges students to fill in the missing elements in a series of "Who" "What" and "Where" blanks for some news stories covered on CNN NEWSROOM.
   a. Distribute the NEWSQUIZ (pg 4) and have students work individually to fill in the blanks.
   b. ANSWERS: 1-David Levy, astronomy; 2-summit, Washington, D.C.; 3-U.S. military/Haitians, Cap Haitien, Haiti; 4-O.J. Simpson, Los Angeles; 5-Olympic logo, Atlanta, GA; 6-physically challenged kids, Clearwater, Fla.. (Teachers should use their discretion as some answers may vary.)
   c. Have each student choose two of the entries and write the newspaper headlines one might see for them.
   d. Then, for the news story, have each student write a script giving the details surrounding one headline. Acting as news anchors, have students present their news stories.

TEACHER RESOURCE: MEDIA LITERACY

In broad terms, MEDIA LITERACY is the ability to read critically and use competently communications media in all its forms: television, radio, film, newspapers and magazines, advertising, etc.

WHY IS MEDIA LITERACY IMPORTANT?

THE MEDIA IS PERVASIVE. Children in the U.S. spend an average of six hours each day in contact with the media, mostly radio and television. For many, this is more time than they spend with parents or at school. People rarely go through an entire day without seeing at least one poster, billboard or corporate logo in front of them.

THE MEDIA IS POWERFUL. In oral societies, the shamans and elders told stories to communicate the great myths of the culture. Storytellers conveyed to the young the truths about the world and how to live in it. With the advent of the printing press, Western societies became more text-based. The culture's great stories and philosophies were recorded in books; education exposed young people to these books and gave them the skills to interpret them. In our culture, the media has largely taken over the role of myth maker. Communications media tell us what our world is like, what and who are important, what we should feel about ourselves, what we need to have to be happy.

THE MEDIA HAS SPECIALIZED TECHNIQUES FOR MAKING MEANING. A skilled reader of text is not necessarily an expert at reading media, for media uses its own tools and logic to construct its message. Readers are accustomed to approaching a text and examining sentences and paragraphs for a thesis or theme, supporting evidence and logical discourse. Film and television use other techniques: image juxtaposition, framing, edits and visual logic, to name a few.

HOW CAN MEDIA LITERACY BE TAUGHT?

Proponents of MEDIA LITERACY EDUCATION believe that young people should be given the skills necessary to interpret our culture's new kind of "story." They advocate teaching how media constructs its messages so that students can evaluate critically what they are "reading." The CNN NEWSROOM Guide will assist in this effort by providing MEDIA LITERACY activities as part of its EDITOR'S DESK.

----------CNN NEWSROOM: RELIABLE RESOURCES----------

Davis, J. Francis. "The Power of Images: Creating the Myths of our Time." MEDIA & VALUES. Winter 1992, pp. 4-6.

MEDIA AS A CHALLENGE--EDUCATION AS A TASK. Gutersloh: Bertelsmann Foundation Publishers, 1994, pg 38.

09/30/94 (4)

WHO, WHAT & WHERE?

DIRECTIONS: For each number below, fill in the missing "WHO" "WHAT" or "WHERE" that you would associate with that story. Each of these stories appeared as either news features or "headlines" on this week's CNN NEWSROOM.

	WHO?	WHAT?	WHERE?
1.	_____	_____	Mt. Palomar Observatory
2.	Boris Yeltsin	_____	_____
3.	_____	"firefight"	_____
4.	_____	jury selection	_____
5.	Kimberly Kennedy	_____	_____
6.	_____	"marine therapy"	_____

Choose any TWO numbers above and write a headline for each that one might see about that story. Write your headlines here:

#___. _____

#___. _____

Choose any ONE of your headlines above and write the script for a brief news story that gives the details surrounding the headline. Acting as a news "anchor," read your story to the class.